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SELECTED VOLUNTEER CHARACTERISTICS AND THE VOLUNTEER MANAGEMENT PROGRAM OF THE UNIVERSIADE '83 EDMONTON CORPORATION

by

© URSULA S. HEINZ

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

Department of Physical Education and Sport Studies

EDMONTON, ALBERTA

Fall 1986

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(SIGNED) Ursula S. Heinz

PERMANENT ADDRESS:

Rua São Leopoldo 101
03055 São Paulo SP
BRAZIL

DATED April 23 1986

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled SELECTED VOLUNTEER CHARACTERISTICS AND THE VOLUNTEER MANAGEMENT PROGRAM OF THE UNIVERSIADE '83 EDMONTON CORPORATION submitted by URSULA S. HEINZ in partial fulfilment of the requirements for the degree of MASTER OF ARTS.

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Supervisor

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Date April 23, 1986

ABSTRACT

The primary problem of this study related to one of the subgroups within Canadian amateur sport — an organization created to administer a one—time sports festival and its encumbent membership. The Universiade '83 Edmonton Corporation and its voluntary membership were selected as the subjects of analysis. The objectives of this study were to provide a descriptive analytical account of the structure and certain processes of the Universiade '83 Edmonton Corporation and to determine the nature of selected characteristics of the organization's membership, namely some aspects of their biographic and demographic characteristics.

For primary data, this thesis depended on selected organizers and administrators of the program, on a sample of the volunteer membership, and on selected portions of organizational documents. Hence three data gathering techniques were used, namely focussed interviews, the administration of mail and telephone questionnaires, and content analysis of documents. A high response rate of 88.0% was obtained in the mail and telephone surveys. The analysis of the data revealed both strengths and weaknesses of the volunteer management program as well as the fact that volunteers involved in sports festivals had often, but not always, similar characteristics to volunteers who work in administrative or related positions in voluntary organizations in general.

In terms of the Universiade '83 volunteer program, the most successful components were identified in the areas of recruitment, orientation, training, and recognition. Recruitment was done using both direct and indirect methods. The processes of orientation and training were characterized by the fact that instructional packages were, in part, developed and produced by the committees, whereas the divisions and venues were responsible for their distribution and presentation. The recognition of volunteers was also relatively successful, despite the existence of a number of areas where modifications and improvements were needed (e.g., uniforms, and the consistency of awards and mementos throughout the levels of the corporation).

The processes of volunteer placement and accreditation/uniforming were characterized by a number of incidents which originated from various intraorganizational problems, such as interunit conflict, which resulted, for example, in communication problems throughout levels of the corporation.

In terms of the characteristics of the voluntary membership, the findings were, only in part, consistent with those commonly reported in the literature. With respect to the variables marital status, level of schooling, cultural ethnic background, religious preference, and socioeconomic status, the population of Universiade '83 volunteers was comparable to those reported by most scholars. The present group of volunteers differed, however, from those analysed by other scholars (all of whom looked at voluntary organizations of a long life span) in that the young, the single, and women tended to show much higher rates of involvement in the Universiade '83 event. Males and females generally showed different involvement patterns as volunteers.

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1. STATEMENT OF THE PROBLEM

1.1 Introduction

Volunteerism has long been an integral part of western societies; it is a characteristic of a form of social involvement which predominates in the United States, Canada and Western Europe. As a social phenomenon its presence has been noted by a number of authors such as de Tocqueville (1945), Axelrod (1956), Hausknecht (1962), Smith et al. (1974), and Schindler—Rainman and Lippitt (1975). It presents itself in many forms and at varying degrees in many aspects of our society. Volunteers are known to be active in a variety of fields such as the arts, sports and leisure, social welfare, health, religion and education. In Canada voluntary activities have been quoted as accounting for an estimated 3.3% of the gross national product (The Royal Bank of Canada, 1982). A survey of the volunteer workers in Canada conducted in 1981 has revealed that "leisure activities", which included athletic as well an non—athletic activities, account for 24.1% of the volunteers in Canada (Statistics Canada, 1981a).

Similarly, the phenomenon termed "sport" is also an essential feature of our contemporary society. In this century, the rapid advance of the state of technology has ignited dramatic changes in most, if not all, areas of our lives. Sport is no exception and it has grown rapidly from a local activity to one which is truly international. Thus "it is no longer an entity which can exist in isolation from other spheres of human life" (Slack, 1979:2). Sociologist and researchers in related fields have paralleled sport to a number of aspects of the socio—cultural system of which it is a part (e.g., Boyle, 1963; Daniels, 1969; Lueschen, 1976; Mitchelson, 1977). Through sport a number of values, beliefs and ideologies are transmitted and hence it affects human life in many of its aspects.

Thus, volunteerism and sport are both known to be important features of modern society. In addition, Mitchelson (1977:2) suggested a strong relationship between these two phenomena when stating that "nowhere in our society is the volunteer utilized in a more significant or all—encompassing role than the volunteer coach, official or administrator in

amateur sport". Others have also stressed the importance of volunteers to Canadian amateur sport suggesting that it would cease to exist without the effort of thousands of volunteers who contribute their time and energy towards its existence (e.g., Rea et al., 1969; Government of Canada, 1977b; Campagnolo, 1979; Johnston and Slack, 1982). The Minister of State for Fitness and Amateur Sport has stated that

> In our complex sports structure with its immense variety of autonomous and semi—autonomous national, regional and local associations, great care must be taken not to blunt or discourage the drive and enthusiasm of the private citizen whose voluntary work remains the foundation of our system (Campagnolo, 1979:7).

In Canada the structure of amateur sport depends almost entirely on volunteers in both the processes of policy making and of implementing of that policy. Many federal and provincial government documents attest to the important role that voluntary groups play in the delivery of amateur sport. As stated by Slack (1983b:1—2)

> At its highest level volunteer involvement in amateur sport is manifest in such bodies as the Board of Governors of the National Sport and Recreation Centre Inc. and the Board of Directors of the Canadian Olympic Association. At the "grass roots" level it is evidenced in the plethora of sport clubs and community leagues that exist in all parts of the country. As amateur sport in Canada has grown so too has the number of voluntary organizations whose task it is to deliver sport to the populace. Federal, provincial and municipal level sport governing bodies are administered mainly by volunteers.

Thus volunteers are involved in the delivery of amateur sport from the highest to the lowest level. They are responsible for most aspects of sports programs ranging from policy making, fundraising and other administrative tasks to developing programs, coaching and staging competitions and sports meets. Voluntary involvement in such associations as local, provincial and national sport associations, clubs, YMCAs and YWCAs, etc., is commonly of a long term nature, i.e., for an indefinite period of time. In such associations volunteers usually contribute in a number of areas or seasonal projects during the year and their commitment appears to be ongoing and/or cyclical in nature. There are many examples of such involvement opportunities in Canada and Alberta, such as a local mini—soccer leagues, local and regional championships, etc.

In addition to voluntary associations such as those which promote amateur sport as discussed above, other types of associations also benefit from, and ultimately depend on, the effort of a great number of volunteers. These are organizations which are created for a specific project, i.e., organizations with a short life span. Examples of such organizations in the area of sport are prolific. For example, those which create major sports festivals of national and international caliber, such as Canada Games, Alberta Games, National championships, etc.. Canada witnessed the creation and termination of a number of such organizations in the last 20 years or so, including those organizations created to stage the 1976 Montreal Olympic Games, the 1978 Commonwealth Games in Edmonton, and the 1970 World Wrestling Championships. The Universiade '83 Edmonton Corporation was one such recent organization, having counted on the effort of approximately 20,000 volunteers for the staging of a major international two week long sports festival.

In social science and related fields researchers have paid considerable attention to the study of organizations. Unfortunately, most of this work has been restricted to the study of formal organizations of the bureaucratic type, voluntary organizations having singularly been neglected (Slack, 1979:3). Similarly, despite the proliferation of volunteers in the administration of amateur sport within Canada, researchers in the sociology of sport have paid little attention to volunteers and organizations of which they are members (Slack, 1983b:2). The major research studies on volunteers and voluntary associations can be classified into four distinct areas. The first of these areas regards the creation of typologies into which organizations can be classified. Work in this area has generated a number of classification schemes (e.g., Gordon and Babchuk, 1959; Warriner and Prather, 1965; Booth, Babchuk and Knox, 1968; Babchuk and Booth, 1969) the most functional of which is the instrumental—expressive typology developed by Gordon and Babchuk (1959).

To the second area of research belong those studies that have attempted to identify the characteristics of voluntary organizations (e.g., Bell and Force, 1956; Zimmer and Hawley, 1959; Warner and Miller, 1964; Rose, 1967; Sills, 1968). These authors have described

characteristics of voluntary associations such as holding of regular meetings, common interests of members, tendency towards oligarchy, and members being able to join at their own discretion.

A third area of research concerns the measurement of rates of participation in voluntary associations (e.g., Hausknecht, 1962; Hyman and Wright, 1971; Curtis, 1971). These studies have shown some variation in their results, however they have generally pointed to the fact that the Canadian and the American nations have unusually high rates of voluntary participation in comparison to other western nations.

The fourth and largest area of research concerns investigating the social characteristics of volunteers. This is the area in which researchers who have focussed on voluntary sport organizations have done the most work. Examples of this type of work include Bratton (1970), Meisel and Leimeux (1972), Beamish (1978), Hollands and Gruneau (1979), Theberge (1980), and Slack (1979).

All research on voluntary organizations, despite having considered the above mentioned four areas of investigation, has concentrated on organizations of the same type, i.e., organizations of a long life span. In contrast, organizations of a short life span, i.e., those with a predetermined ending date, have been neglected as subjects of research. A carefully conducted computerized literary search (carried out in November—December 1983) failed to detect any research study on the subject of volunteers in organizations of a non—perennial nature, sports related or otherwise. This would appear to be a significant deficiency for as noted early many sports events operate through organizations of this nature.

1.2 Statement of the Problem

As a result of the deficiency noted above, the primary problem of this study related to one of the subgroups within Canadian amateur sport — an organization created to organize a one—time sports festival and its encumbent membership. The Universiade '83 Edmonton Corporation and its voluntary membership were selected as the subjects of analysis. The

objectives of this study were to provide a descriptive analytical account of the structure and certain processes of the Universiade '83 Edmonton Corporation and to determine the nature of selected characteristics of the organization's membership, namely selected biographic and demographic characteristics.

1.3 Justification of the Study

It has been suggested that there is a lack of research in the area of volunteers in sport and of voluntary sport associations. Specifically, no research known to this author has been reported on the role, place, and quality of operation of an international sport festival. In addition, there is a real paucity of academic literature in the area of the management of volunteer programs, including the number of its component parts such as recruitment, orientation, training, and recognition. Furthermore, the biographic and demographic data available on volunteers involved in voluntary associations in general has been collected exclusively from organizations of a long life span, organizations of nonperennial nature have been completely neglected. The unique opportunity which the hosting of the XII Universiade in Edmonton presented, in the light of the considerations outlined above, provide the basis of the justification of the present study. This study can contribute to a greater understanding of volunteerism and the processes of volunteer management by adding to the literature on the subject of volunteers in a number of areas. First, it can contribute by providing information on the characteristics of volunteers involved in an organization of a short life span and by determining whether or not these characteristics differ from those of volunteers involved in long life span organizations. Second, the study can contribute by providing possible explanations for the similarities and the differences which exist between these two types of volunteers. Lastly, this work can contribute by providing considerations on how organizational processes differ between organizations of short versus long life span, specifically those in which membership is voluntary.

1.4 Limitations of the Study

The following are the limitations of this study:

1. The methodology for gathering data, specifically the focussed interviews, used to collect information from the administrators, and the questionnaires, used in the survey.
   a. focussed interviews limit the study to the extent that individuals recall the facts and are willing to share information;
   b. the data gathering instrument used in the survey limits the study to the extent of the efficacy of the questionnaries which have been designed specifically for this study and which relied heavily on face validity;
2. The degree to which the sample of respondents of both:
   a. all the administrators of the *Volunteer Department*, and
   b. all the volunteers on file with the Corporation.

   was representative of the population of the respective volunteer populations.

1.5 Delimitations of the Study

This study is delimited to the investigation of *the volunteer program of the Universiade '83 Edmonton Corporation*. Specifically,

1. It is delimited to the processes of volunteer recruitment, placement, orientation, training, and recognition of the Universiade '83 volunteer program;
2. It is delimited by the fact that the information on which the analysis was based was collected from three main sources: the individuals who created and co—ordinated the volunteer management program, the volunteers who were managed through the program, and organizational documents;
3. In addition, it is delimited to selected characteristics of a randomly selected sample of the population of Universiade '83 volunteers as follows:
   a. age,
   b. gender,

c. marital status,

d. cultural ethnic background,

e. religious preference,

f. level of schooling, and

g. household income in 1983.

1.6 Format of the Thesis

A review of the literature related to the thesis is outlined in Chapter 2. Chapter 3 presents an overview of the pertinent methodological literature and an explanation of its relevance for the analyses contained in subsequent chapters. An elucidation of the reasons for the selection of the methods and procedures utilized in this thesis is also included in this chapter. A brief historical review of the World University Games and the Universiade '83 Edmonton Corporation, followed by a descriptive analytical account of the structure and certain processes of the Universiade '83 volunteer program, form the subject matter of Chapter 4. This chapter also provides an insight into the characteristics of the voluntary membership of the Universiade '83 Edmonton Corporation. A summary of findings, conclusions, and recommendations comprise Chapter 5. Appendices are also included showing sample copies of letters, questionnaires, computer outputs as well as the raw data.

2. REVIEW OF THE LITERATURE

2.1 Introduction

Volunteers and voluntary associations have been the subject of research for many years. It has been suggested earlier, however, that the literature dealing specifically with volunteers in *sport* and voluntary *sport* organizations is scarce. In addition, these materials vary in their style and scope, ranging from simple pamphlets and "how to" manuals of sometimes questionable integrity, to quality academic works. Since the problem of this thesis necessitated a review of the pertinent literature on the subject of volunteers and voluntary associations, the review of materials included both those specifically dealing with sports as well as those dealing with volunteerism in other contexts. It was reasoned that a review of this literature was needed since it would highlight the findings of previous studies, and it would would provide information with which the findings of the present study could be compared.

2.2 Historical Perspective on Volunteerism

The literature available on volunteerism and voluntary associations containing historical reviews is relatively scarce and the majority of it is of American origin. As noted by Slack (1979:15), however, who considered Curtis' (1971) suggestion of the similarity in Canadian and American social structure, "a summary of the role of American voluntary associations in history would be equally applicable and relevant to the Canadian situation".

In his section on the review of "Voluntary Associations in History", Slack (1979) gives a good account of the information available on the subject. He reviewed works by Beard and Beard (1927), Wirth (1938), de Tocqueville (1945), Bell and Force (1956), Handlin and Handlin (1961), Schlesinger (1964), Babchuk and Booth (1969), Segal (1970), Curtis (1971), Rose (1974), and others. The evidence presented by Slack (ibid.) seems to indicate that historically, voluntary associations have been viewed as playing an important role in social life.

As reviewed by Slack (1979:16), Segal (1970) suggested that early voluntary associations were formed for several reasons, namely "because of inadequate government agencies, the desire of religious groups to help others within the framework of the church and the desire of others to provide help to certain segments of the population". de Tocqueville was one of the first to write on the large number of voluntary associations in America as early as 1835 and he also suggested that there is a strong relationship between the number of voluntary associations and the democratic nature of the American society. The historians Beard and Beard (1927) agreed with de Tocqueville on that matter suggesting that in a democracy individuals tend to seek affiliation in voluntary associations. These authors further noted that an increase in the number of associations formed in the early twentieth century paralleled an increase in technology (ibid., p. 730). Slack (1979:17) also reviewed the works by Wirth (1938) and Schlesinger (1964) who believed that the increase in technology contributed to the growth of voluntary associations. These authors considered developments such as increased urbanization, improved communications and an increased amount of leisure time to have contributed to an increase in the number of voluntary associations.

Rose (1974), as noted by Slack (1979:18), felt that voluntary associations played a major role in developing the democratic nature of American life. Rose (1974:50) cited as their primary function: preventing the concentration and centralization of power, providing means of social change, and aiding individuals to understand how political processes operate. The important societal role played by voluntary associations has also been considered by Bell and Force (1956) and Babchuk and Booth (1969). In addition these authors suggested that a large number of Americans hold memberships in voluntary associations. Bell and Force (1956:27) found that, in four different communities, over 76% of the men belonged to at least one formal group. Babchuk and Booth (1969:34) found that over 80% of their sample belonged to at least one voluntary association.

As stated earlier, Slack (1979:15—19), in his section on "Voluntary Associations in History", provided a good account of the information available on the subject. His review,

however, can be nicely complemented with the work by Reichlin (1981) who provides historical considerations on the subjects of volunteerism and the rationales for volunteering in America. Reichlin (1981), in his Ph.D. dissertation, wrote on "the changing rationale for volunteering in America". His contribution was to provide an extensive review of the theoretical and empirical literature on volunteers in the United States, tracing the evolution of rationales for volunteering in America from 1830 to 1980. He noted that the main problem of his thesis was "to explain the rise of civic duty as a rationale for volunteering in the late ninetheenth century, and the displacement of civic duty by professional and psychological rationales for volunteering in the 1960's and 1970's" (Reichlin, 1981:iii). Reichlin's work is felt to be of great value to researchers interested in volunteerism because of the clarity of his presentation and the discernment evidenced in the analysis.

In the introductory section to his work Reichlin (1981:2) pointed out that "the existing sociological literature on voluntary associations suffers from several problems". Most importantly, the lack of a universally used definition of "voluntary association" and "volunteering" is felt to have seriously hampered empirical research. Sills (1968:365), after presenting a summary of much of the research on voluntary associations undertaken in America, notes that "the noncomparability of the data probably accounts for more of the variation from study to study than do the differences in date, location, or type of community. This noncomparability stems, in part, from variations in the definition of a voluntary association that is explicitly or implicitly used...". Reichlin (1981:3—4) further notes that this results in almost any theory about voluntary associations being successfully supported by suitably redefining the object of inquiry. Even a brief review of the literature confirms Reichlin's assertion, since a number of different definitions can be found for terms such as volunteer, voluntarism, volunteerism, volunteering, voluntary association, and voluntary action (see, for example, Sills, 1968; Smith et al., 1972; Stenzel and Feeney, 1976; Government of Canada, 1977a; Haddon, 1978; and Ilsley and Niemi, 1981). Conflicting definitions make interdisciplinary research very difficult. In retrospect, Reichlin (ibid., p. 18) concluded that

David Sills' definition of voluntary association "is the best [working definition]..., since it incorporates all major dimensions of voluntary associations". Sills (1968:362—3) defines a voluntary association as

> an organized group of persons (1) that is formed in order to further some common interest of its members; (2) in which membership is voluntary in the sense that it is neither mandatory nor acquired through birth; and (3) that exists independently of the state.

Reichlin (ibid., p. 162) proposed that "rationales for volunteering have clearly changed in the past 150 years. These rationales all describe volunteering as an institution which mediates between the autonomous individual and an external source of authority". Existing theories of volunteering would reflect the changing sources of external authority from God (in Calvinist, Puritan, and Evangelical theory), to the State (in the 19th century liberal democratic theory, "rights—and—duties" theory, 20th century social group work, and pluralism) to the organization which employs the volunteers (in the professional theory). Reichlin wrote:

> The trend in rationales for volunteering from Calvinism to professionalism is an instance of the long—term process of secularization described by Max Weber and many others. As J. L. Adams[1] notes, the principle of voluntary association has gradually diffused from religion, to politics, to civil society (1976:79—81). For each estate, the voluntary principle identifies a different source of external authority: in religion, God; in politics, the State; in civil society, coercive institutions. This trend in theories of heteronomy also conforms to Weber's notion of the routinization of charisma (1978:236). In the Calvinist theology, the volunteer served God directly, virtually without mediating institutions. In liberal democratic theory, volunteers served the State through the mediating institution of voluntary associations. In the professional rationale, the energy of the volunteer in directed to such purely bureaucratic objectives as promotion, formal recognition, and acquiring job skills (ibid., p. 163—4).

In conclusion Reichlin (ibid., p. 175) cautions that "although the rationale for volunteering has clearly become more psychological, it does not automatically follow that we are witnessing 'the fall of public man'" (ibid., p. 174). He points out that "given a suitable national crisis, a new social movement on the order of the civil rights crusade, or a major change in the labor market for volunteers, the argument for civic duty might well make a comeback".

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[1] Adams, James Luther. "On Being Human Religiously." Selected essays, ed. Max Stackhouse. Boston: Beacon, 1976.

The literature reviewed above is instrumental in providing a historical framework for the present study. It serves to show that despite the importance which has been attributed to volunteerism and voluntary associations in society, relatively few systematic research studies have investigated this area. In addition, this review serves as a reminder that much of the literature to be reviewed in the following sections of this chapter was originated in an era during which volunteerism has been viewed largely as a "profession", volunteerism being dominated by what Reichlin termed the "professional rationale for volunteering".

2.3 International Considerations on Volunteerism

Voluntary activity is a prevalent feature of American life, a fact which is repeatedly acknowledged in the literature since de Tocqueville made his famous observation in Democracy in America that "In no country of the world has the principle of association been more successfully used or applied to a greater multitude of objects than in America" ([1835] 1945, p. 198). Sills (1968) warned, however, that perhaps too much emphasis has been placed upon the scope and uniqueness of the American pattern. He quoted researchers such as Weber (1911)[2], Norbeck (1962)[3], Little (1965)[4], Wallerstein (1964)[5], Riggs (1962)[6], and Eisenstadt (1956)[7], pointing out that the prevalence of voluntary associations is not unique to American society nor is it confined to protestant countries. Sills (1968:365) further pointed out that "research evidence is scattered, and contradictory claims are common... only in America has sufficient research been undertaken to provide a reasonably accurate picture of the extent of participation

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[2] Weber, Max. "Deutscher Sozvologentag." Verhandlungen 1, pp. 39—62, 1911.
[3] Nobeck, Edward. "Common Interest Associations in Rural Japan." In Japanese Culture: Its Development and Character, pp. 73—83. Edited by Robert Smith and Richard Beardsley. Chicago: Aldine, 1981.
[4] Little, Kenneth. West African Urbanization: A Study of Voluntary Associations in Social Change, Cambridge: Cambridge University Press, 1965.
[5] Wallerstein, Immanuel. "Voluntary Associations". In Political Parties and National Integration in Tropical Africa, pp. 318—339. Edited by J. S. Coleman and C. G. Rosberg Jr. Berkeley and Los Angeles: University of California Press, 1964.
[6] Riggs, Fred W. "The Prevalence of Clects." American Behavioral Scientist 5 (1962):15—18.
[7] Eisenstadt, Shmuel. "The Social Conditions of the development of Voluntary Associations: A Case Study of Israel." Eliezer Kaplan School of Economics and Social Sciences, Scripta hierosolymitana 3 (1956):104—125.

in voluntary association".

Smith and Baldwin (1974:301) endorsed Sills' statement in their concluding section of "Voluntary Associations and Volunteering in the United States", by stating:

> ...much of the *apparent* uniqueness of volunteerism in America seems to be due (1) to a lack of awareness of what exists in other countries, (2) to an overemphasis on sheer numbers (since we are a populous nation, relatively)..., and (3) to the relatively large amount of research attention given to voluntary action in the United States as compared with other nations (italics in original).

Smith and Baldwin (ibid.) concluded that "voluntary action and voluntary associations are neither an American invention nor an American monopoly". They noted that, in fact, the United States is not even in first place in terms of volunteerism by some available measures, Scandinavian countries tending to report higher levels of individual participation.

While some of the most dogmatic conclusions about the uniquely high rates of voluntary participation in American and Canada may be questionned, it is a fact that most of the North American literature still agrees on the fact that *in comparison with others* these two countries are "nations of joiners". Curtis (1971:874), in a cross—national comparative study, found that one—third of the population held two or more memberships and that 51% has non—union memberships. These findings closely parallel those of the U.S., being considerably higher than those of four other countries (Great Britain, West Germany, Italy, and Mexico). Curtis (1971) concluded that Canada is a nation of joiners not in absolute terms, but rather in a comparative sense when certain other Western nations are considered. It seems reasonable to infer that although voluntary associations and voluntary activity are by no means a unique feature of American and Canadian society, this is where it has been particularly evident and consequently this is where it has received the greatest amount of researchers' attention.

This review serves to show that, although volunteerism and voluntary associations are, perhaps, more prevalent in North America than in other places in the world, they are not unique to the Canadian and American nations. Although it is beyond the scope of this study to investigate whether or not the findings of this study are generalizable to other cultures, other nations are known to have staged major sports festivals events in a similar fashion to the

Universiade '83 in Edmonton. It may, perhaps, at this point, be speculated that although rates of voluntary participation and involvement patterns in voluntary associations vary across the nations (as shown by the review of the literature), a certain homogeneity is expected to exist among the factors which lead individuals to seek voluntary participation in associations, especially sports associations, across cultures. This is because many of the factors leading to voluntary participation are intrinsic to humans and therefore, go beyond political and cultural boundaries. This implies that, perhaps, there may be much in this study's findings which may be matched in other parts of the world, since the present study's case analysis, in all of its uniqueness, has been repeated many times before in other nations.

2.4 Practical Aspects of Volunteering

Most of the empirical and methodological literature on voluntary activity available in Canada and the United States has probably been produced in the last 20 years or so. Not surprisingly, it has reflected the latest rationale for volunteering as described by Reichlin (1981), namely the professional rationale, which stresses professionalism and psychological rewards rather than civic duty. Well known publications such as those by Naylor (1967), Schindler—Rainman and Lippitt (1975), Stenzel and Feeney (1976), Wilson (1976), and others, reflect this rationale in the approach to volunteer management.

These works are characterized by an emphasis on providing the volunteer with a fair, well—structured, well—managed volunteer program. They contain constant references on how to ensure that the volunteer be given the opportunity to grow within the organization and of the importance of constant evaluation of the volunteer program. The "development" of the volunteer in the workplace, to the benefit of both the volunteer and the organization, seems to be the essence of these works. In order to ensure that the volunteers have a positive, fulfilling experience with the organization, these authors suggest a number of guidelines and strategies for the effective implementation of volunteer programs. Among these they cite the importance of offering the volunteer appropriate training and orientation packages, maintaining open

communications channels with the volunteer, repeatedly evaluating the programs in place, and making an effort to "reward" the volunteer for his/her efforts.

The pressure to rationalize volunteer management has prompted a number of practical manuals designed to teach agencies how to implement MBO (management by objectives) in their organization. The prototype of such manuals is that of Marlene Wilson. Wilson (1976) stated that the objectives of the volunteer program must be specifiable, achievable, measurable, and compatible with the broad goals of the organization. Wilson, like most advocates of volunteer management, stressed the importance of written functional job descriptions (1976:109—110) to give clear direction to the volunteer.

Naylor (1967), who later became the Director of Volunteer Services for the Department of Health, Education, and Welfare in the U.S., provides a general comprehensive summary of practical advice about the initiation and operation of volunteer programs. She also analysed societal trends and their implications for volunteering. Naylor (1967:71—2) specifically rejected civic duty as a rationale for volunteering, calling it a cultural pattern of the upper classes which induces a sense of guilt "unless we are engaged in an activity which can be justified as worthwhile". She wrote, of those who volunteer chiefly out of a sense of duty, that "their service would be more effective if they enjoyed it more" (ibid., p. 70). Similar arguments have been presented by Routh (1972), Schindler—Rainman and Lippitt (1975), Scheier (1977), and McDonald (1978).

Stenzel and Feeney (1976) contributed to the literature a comprehensive work covering aspects of the theory and practice of running a good volunteer program. They concentrated on training and evaluation of volunteers, taking a development approach to the role of the volunteer. Similar manuals are presented by Routh (1972), Cull and Hardy (1974), and Ilsley and Niemi (1981). These manuals revolved around aspects of volunteer management programs such as recruiting, training, supervising, and evaluating volunteers. Ilsley and Niemi (1981), in particular, presented a number of charts and tables designed to facilitate and guide the work of those they have chosen to name "volunteer coordinators". The version of "professional"

volunteering, which emerged in the late 1960's, promoted a notion of volunteering where the only thing that distinguished professional volunteers from professional staff was the pay. "They are hired, fired, trained, counted upon, instructed, supervised, indeed everything except paid — exactly as any other employee or worker" (Straus, 1970). Management systems theorists, in contrast, have hypothesized a goal structure for both paid workers and volunteers. Their consensus is that both work for wages — the currency is just different. Volunteers' pay is typically conceived as "psychological wages", such as self—esteem, self—actualization (Schindler—Rainman and Lippitt, 1975), the gratification of serving a cause (Naylor, 1967), or simply job satisfaction (Reichlin, 1981).

A number of practical papers and manuals have also been produced which have specific reference to volunteers in sport. Some of these are the works by Campbell (1982), Slack and Campbell (1982), Mitchelson and Slack (1982), Heinz et al. (1984), and Slack et al. (1985). Most of these materials are aimed at providing practical information for those working in amateur sport organizations. They provide information, techniques, and strategies for the effective running of volunteer programs and/or voluntary sport associations.

A series of smaller articles and government publications have also dealt with volunteers in amateur sport. Zeigler (1954), de Mott (1978), Moriarty (1979), and Government of Canada (1983a), can be included in this category. Zeigler (1954) discussed the importance of recreation and the role played by volunteers in this setting. He suggested that certain problems arose in volunteering and that a Bill of Rights for the volunteer was needed. He outlined such a Bill and included in it the volunteer's right to help, to offer new ideas, to see the relationship in his job to the association's objectives, etc. An outline of aspects influencing volunteerism in the United States was presented by de Mott (1978) who discusses possible solutions to the problem of rapidly increasing demands for services and slower increases in donations. Moriarty (1979) proposes the return of the power of Canadian amateur and school sport management to the volunteer, outlining possible changes to be made in the process. "The Volunteer Leader in Physical Activity and Sport" presents results of a national survey conducted by the

Government of Canada (1983a). It provides a profile of today's volunteer leaders in sport organizations as well as their training and development needs. Recommendations and direction for action are presented in the conclusion of this work.

Several sections of this branch of the literature on volunteerism are referred to in the discussions to follow on the volunteer program developed by the Universiade '83 Corporation. The areas of volunteer recruitment, training, and recognition are those on which emphasis has been placed in most of the literature which was reviewed.

2.5 Volunteers and Voluntary Associations

The study of organizations of a profit—making nature and, to a lesser extent, of voluntary associations, has received a significant amount of attention from social researchers in recent years. Mitchelson and Slack (1982:11) have outlined three distinct areas on which the studies that considered volunteers and voluntary organizations have tended to focus: "First, several researchers have attemped to identify the characteristics of voluntary organizations. Second, researchers have attempted to categorize voluntary organizations by means of different typologies and thirdly, researchers have investigated the biographic and demographic characteristics of volunteers who join organizations".

In addition, there is an area of research concerned with measuring rates of participation in voluntary associations. Some of the prominent studies in this area are those by Hausknecht (1962), Hyman and Wright (1971), and Curtis (1971). These studies, although showing some variations in their results, have generally pointed to the fact that the Canadian and American nations have unusually high rates of voluntary participation in comparison to other western nations. In terms of voluntary activity *in sport*, a Statistics Canada Study (1981a) pointed out that close to one—quarter of people who volunteered did so in the category named "Leisure Activities", which included involvement in athletic associations.

To the first group cited above, i.e., those studies that deal with ***characteristics of voluntary associations***, belong the works of Bell and Force (1956), Zimmer and Hawley (1959),

Warner and Miller (1964), Rose (1967), Sills (1968), and others. These authors have described characteristics of voluntary organizations such as the holding of regular meetings, common interests of members, elected officers, the tendency towards oligarchy, and members being able to join at their own discretion. As observed by Slack (1979:23—24)

> Sport associations would seem to possess a large number of these characteristics, for example, regular meetings, a common interest of members, elected officers, etc. Other characteristics may, however, be questioned in relation to sport associations, i.e. sport associations do in some cases attempt to raise money, the profits of which may benefit their members. Sport associations do have governmental associations, in that they must be incorporated to receive government grants. Also the fact that members are free to join and leave of their choice may be questioned since membership in a provicial sport body although voluntary is often a prerequisite to further involvement in sport at a higher level.

The second area which has been considered for study is an examination of attempts to categorize voluntary organizations by means of different *typologies*. The creation of various typologies of qualitative differentiation was prompted by the need to "qualify" the tremendous variety and number of associations to which people belong. As noted by Beamish (1985:224) "very early in the study of voluntary associations, it was recognized that to meaningfully differentiate between who participates and how, some sort of control for the type of association had to be introduced". Numerous typologies of associations, based on the goals of a particular association and the types of experiences or skills required by that association, emerged (e.g., Jacoby, 1965; Warriner and Prather, 1965; Booth, Babchuk, and Knox, 1968; Babchuk and Booth, 1969; Ross, 1972). The most popular typology was that proposed by Gordon and Babchuk (1959:25—6) who suggest three types of organizations:

a. *instrumental* associations "do not exist primarily to furnish activities for members as an end in itself, but serve as social influence organizations designed to maintain or create some normative condition or change. Such groups exist in order to attain goals that lie outside of the organizations themselves". As a result of their orientation, they must stress efficiency and require specialized skills for participation. Examples of instrumental associations are Red Cross, political groups, or short life span organizations such as Universiade '83 Edmonton Corporation. These associations seem

to have an instrumental orientation since they "serve as social influence organizations".

b. *expressive* associations "provide a framework for personal participation". Recreational groups, such as a bowling league or a women's bridge club, are examples of expressive associations. The members engage in activities and seek direct satisfaction from it. The association is not concerned with providing benefits to anyone but its members.

c. *instrumental—expressive* associations are organizations that "seem to manifest both functions". Voluntary sport organizations can be categorized as such since they seem to serve both functions. Instrumentally they benefit the community at large, and expressively they directly benefit the membership which gains immediate satisfaction from participating.

The fundamental differences between these association types concern (1) the skills needed for effective participation, (2) the composition of the membership, and (3) the impact the association exert on the community (Beamish, 1985:225). Instrumental associations, because of their emphasis on goal attainment and efficiency, tend to be more bureaucratic than democratic and as a result of this definite specialized skills are required and selected (Booth, Babchuk and Knox, 1968). Beamish (1985:225) noted that "a direct consequence of these requirements is the selective influence they have on the composition of the membership of an instrumental association". As a consequence people who have an "instrumental orientation to life" tend to be attracted and/or recruited to instrumental groups. In addition,

> because people tend to join associations that are closely related to their jobs (Babchuk and Booth, 1969) and because the upper strata professional is socialized into adopting an instrumental orientation to life and has access to the skills and resources perceived by association members as necessary for the association to achieve its goals, there is a greater representation of the upper strata in instrumental associations (Sallach, 1973). (Beamish, 1985:225).

Jacoby and Babchuk (1963) extended the idea presented by Gordon and Babchuk (1959) by developing a scale on the basis of which the extent of an organization's instrumental or expressive function can be determined. Other classification systems were suggested by Blau and Scott (1962), Booth, Babchuk, and Knox (1968), Warriner and Prather (1965), and

Babchuk and Booth (1969). These typologies are based on different criteria, such as "the general content of the association's objectives" (e.g., Booth, Babchuk, and Knox, 1968; Babchuk and Booth, 1969), or "cui bono" (who benefits?) (e.g., Blau and Scott, 1962), or the "central value function of the association" (e.g., Warriner and Prather, 1965), respectively. Many of these classification systems showing "some commonality with the Gordon and Babchuk typology" (Mitchelson and Slack, 1982:14).

The third area on which previous studies on volunteers and voluntary associations have tended to focus refers to the ***biographic and demographic characteristics of volunteers*** who join organizations. This probably represents the area in which most of the research, particularly in sport, has tended to concentrate. Some of the most significant studies are those by Axelrod (1956), Curtis R. (1959), Teele (1965), Jacoby (1965 and 1966), Booth and Babchuk (1969), Babchuk and Booth (1969), Bratton (1970), Curtis J. (1971), Booth (1972), Beamish (1978), Slack (1979), Hollands and Gruneau (1979), and Theberge (1980). Although variations exist between the findings reported by these scholars, common trends are noticeable in the results, specifically those relating to the socioeconomic standing of members.

Frizzell and Zureik (1974), Smith and Baldwin (1974), and others have presented thorough reviews of the literature on the subject. The ***gender*** of individuals who volunteer seems to be dependent on a number of other variables. The majority of the studies that have been conducted on voluntary organizations have found that higher rates of participation have occurred among men (e.g., Scott, 1957; Babchuk and Booth, 1969). Some have suggested that gender may correlate with socioeconomic levels (Slater, 1960; Booth, 1972), and/or with whether organizations are of the instrumental or expressive type (Babchuk, Marsey, and Gordon, 1960; Booth, 1972). Still others (e.g. Curtis, 1971) have conducted cross—national comparative studies and concluded that female participation in Canada and the United States is considerably higher than that of Great Britain, Germany, Italy and Mexico, but still lower than male participation.

In the area of volunteers in sport, some of the more prominent studies dealing with this issue are those by Bratton (1970), Slack (1979), Hollands and Gruneau (1979), and Theberge (1980). All of these have also found higher rates of participation among males. Slack (1979:33—4) noted that perhaps "the traditional picture of the volunteer as a middle/upper class female is a false one".

In concise terms, "the exclusion of women from so many spheres of social life — particularly those that are instrumentally oriented — is found with equal severity in the voluntary association literature as a whole and with the sport executives in particular" (Beamish, 1985:226). Theberge, in a comparative study of patterns of involvement between men and women among sport executives in Ontario, found that

> Women comprise 26 percent of all provincial sport executives. Not surprisingly, the boards of all male and all female sports are quite skewed (4 and 88 percent female, respectively). Thus, the most meaningful statistic is that for organizations which have both male and female participants. In these 45 mixed sports, women comprise 19.5 percent of all executives ... while women fill the majority of executive positions in sports that have only female participants, they are vastly underrepresented in all other sport organizations (1980:11).

Slack (1979:59), in his study on sport executives in Alberta, also found that even when the greater opportunity for men to take part in executives is taken into accout "the percentage of males involved is significantly greater ($p<.05$) than the percentage of females".

In addition, at the national level, the differences between male and female involvement patterns seem to be even greater. Theberge (1980) suggested that "as sport executives become more encompassing and have more powerful mandates, women tend to be excluded". Hollands and Gruneau (1979:18) found only 17% of the sport executives to be females. Bratton (1970) noted that 74% of the respondents in volleyball and 78% of them in swimming were male.

A number of researchers dealing with non—sport voluntary associations (e.g. Bell and Force, 1956; Axelrod, 1956; Hausknecht, 1962; Babchuk and Edwards, 1965) have suggested a positive linear relationship between *age* and volunteer participation. Studies dealing specifically with sport administrators have generally found a similar trend in participation, i.e., participation increases through life until the age of 50 or 60 when it starts to decline. Babchuk

and Gordon (1962:118—120) have shown that as age increases individuals tend to decrease their involvement in instrumental associations and increase involvement in expressive groups. Slack (1979:35), in dealing with these issues offers a warning that "when dealing with sport associations the nature of the sport may influence the age level of the administrator".

With respect to the studies which considered the *marital status* of volunteers, a number of researchers have reported higher participation rates among married people than their single or divorced counterparts (e.g., Scott, 1957; Hausknecht, 1962; Babchuk and Booth, 1969; Booth and Babchuk, 1969; Bratton, 1970; and Slack, 1979). In a cross—national study Curtis (1971) also found the same trend in participation. One study (Bell and Force, 1956) showed no consitent relationship between participation and marital status. Bratton (1970), who analysed two groups of volunteer sport administrators, obtaining different percentages of married subjects between the groups, explained the lower percentage of one group in terms of their younger age.

Few studies related voluntary participation and *cultural ethnic background* of participants. Those who did, found higher representation among individuals of British origin (e.g., Bratton, 1970; Slack, 1979). This is not surprising, since these scholars have concentrated on administrators in Western Canadian provinces. Although Bratton's (1970) study focussed on two national sport associations, and his population included all national and provincial administrators, the local population was restricted to administrators in Alberta and Manitoba. He found that 70% of executives in swimming and 53% in volleyball were people of British origin as compared to 43% in Canada. Bratton (1970:67—68) cautioned, however, that

> A closer examination of the data showed that the overrepresentation by the British was conterbalanced by an underrepresentation by the other older and established ethnic group, the French. The majority of French in Canada reside in Quebec. The sample of local executive members was drawn from Manitoba and Alberta, thus reducing the opportunity for the French to be proportionally represented. Controlling for this local sampling, then, the 10 percent representation by the French in volleyball was more in line with what might have been expected (i.e., ten provinces).

Likewise, Slack (1979) focussed on sport administrators in Alberta. He found that 65% of respondents in Alberta were of British origin, adding that "the four largest ethnic groups in the

province of Alberta [British Isles, French, German, Ukranian] were those most frequently reported" (Slack, 1979:72). Frizzell and Zureik (1974:270) noted that a "significant feature of associational affiliation among French—Canadians emerges when French—Canadians are considered in terms of whether they reside in Quebec or outside it". In addition, they noted that "of the various types of association considered, in Canada as a whole, membership in church—related organizations dominates" (ibid., p.270). Membership in sports associations by French—Canadians "in Quebec" and "in the rest of Canada" was found to rate as 4th, following membership in religious, social, and union associations (ibid., p.271). These two variables, the fact that the studies by Bratton and Slack focussed on Western provinces and the fact that they focussed on *sport association executives* may account for the low rates of representation by French—Canadians in their samples. Further studies in this area would be most beneficial to the study of ethnicity as it relates to voluntary participation.

Most studies which have considered the relationship between *religious affiliation* and organizational participation have concluded that Protestants show higher rates of participation than Catholics and others (e.g., Scott, 1957; Hausknecht, 1962; Bratton, 1970; Slack, 1979). Slack (1979:74) attributed this factor to the large percentage of individulas from a British background in his study. He found that one quarter of his sample was of "Anglican" affiliation, this percentage being significantly higher ($p<.05$) than that for the province, 19% were "United Church" members, 18% were "Roman Catholics", 14% had "no religion", and 10% classified in "other" groups. Although the percentages found by Slack differed, "the five most frequently reported religious affiliations ... were those which occurred most frequently among the provincial population" (Slack, 1979:73). Bratton (1970:69—69) also reported an underrepresentation of Catholics in his sample, even when Quebec statistics (high Catholic) were controlled for. The data tend to parallel the findings by Lueschen of an underrepresentation of Catholics among Olympic medal winners.

Finally, many researchers found that membership in voluntary associations correlates with one or more indeces of *socioeconomic status* (i.e., income, education, occupation) (e.g.,

Axelrod, 1956; Scott, 1957; Wright and Hyman, 1958; Hausknecht, 1962; Banton and Sills, 1968; Booth, Babchuk and Knox, 1968; Bratton, 1970; Beamish, 1975; Hollands and Gruneau, 1979; Slack, 1979). Banton and Sills (1968:365) suggested that "the largest and most consistent differences in participation are those in socioeconomic status, whether measured by income, occupation, home ownership, or educational level". Beamish (1985:219) endorsed this by stating that "the research has unequivocally shown that voluntary associations reflect the normative order of authority, and no matter what indicator or combination of SES indicators are used, there is a direct relationship between SES and participation". In addition, Beamish (1985:219) suggested that this direct relationship has generally been attributed to three basic factors:

> (a) differences in socialization patterns within various strata, (b) the adherence to different values within differing strata, and (c) a differential access to information and skills (or rules and resources).

The *level of schooling*, as one measure of socioeconomic status, has consistently been positively correlated with participation. Bratton (1970) found that over 60% of the executives in the Canadian Volleyball Association and 40% in the Canadian Amateur Swimming Association held college degrees and almost half of them had completed graduate work. He further noted that in contrast to the national figure of less than 10%, 47% of the executive members in both of his associations had completed a university education. Hollands and Gruneau (1979:14—16) replicated these findings in their longitudinal study of national executives. They reported 34% in 1955, 37% in 1965, and 62% in 1975 to have completed college. These figures could be compared to national figures of 3%, 4%, and 5% respectively. In Alberta, Slack (1979:63—66) found that 44% held a university degree compared to 7% in the province, and that about half of those also held graduate degrees. In 1980 in Ontario, Theberge (1980) found even higher percentages, reporting that 56% of the men and 50% of the women had completed college. In her sample the percentage of men holding graduate or professional training degrees was a noteworthy 47%.

Data on SES, as measured by *income*, was also collected by a number of researchers. Bratton (1970:63) found that more than 50% of the executives had family incomes above

$10,000 as compared to 25% of Canadian families in 1969. Similarly, indicating that executive members tend to be from the higher economic strata, Slack (1979:70—71) found that over 73% of executives had family incomes above $22,000, compared to 33% of Albertan families in that income bracket. Hollands and Gruneau (1979:11—14) collected data on occupation and categorized respondents into 10 occupational groups (as employed in the Canadian census). They found that in 1965 more than 65% of the executives came from the top 2 categories, namely "managerial" and "professional & technical" and that this total increased to 81% in 1975. In essence, like other areas than sport, there is little doubt to the fact that voluntary administrators tend to be from upper socioeconomic levels, and that upper SES groups are significantly overrepresented relative to their numbers in the population as a whole.

The review of the literature on volunteers and voluntary associations served as a basis for comparison in order that the findings presented above could be compared with the results of this study.

2.6 Volunteers in Sport

Interest in the study of volunteers in sport and voluntary sport associations has increased in recent years as the importance of volunteers and their contribution to sport in Canada and elsewhere has become more apparent. Despite this fact, only few Canadian research studies dealing with sport volunteers are available. Among these are the studies by Bratton (1970), Beamish (1978, 1985), Hollands and Gruneau (1979), and Slack (1979, 1983b). These have dealt with volunteers and/or the voluntary sport organizations of which the volunteers were a part and most have considered the demographic, and biographic characteristics of the volunteers.

Most of these studies' findings have already been discussed to some degree in the previous section where the characteristics of volunteers and voluntary associations were the subjects of discussion, and they will, therefore, not be duplicated herein. In this section, an attempt will be made to highlight the most significant of their findings as they relate

specifically to the sporting environment.

Bratton (1970) directed his research toward the administrators of two selected amateur sport organizations, namely the Canadian Amateur Swimming Association and the Canadian Volleyball Association. He collected information on a number of the national, provincial and local administrators demographic characteristics, which enabled him to make comparisons between associations, as well as across levels and offices of the organizations. He also analysed the relationship between the volunteers' characteristics and the relative importance attributed to associations goals and personal motives. He found that, in the two Canadian associations, (a) the level of formal education completed of the executives was far above the national average, (b) most executives came from white collar jobs, (c) the British were disproportionally represented, (d) the majority of executives came from the higher socioeconomic class in Canadian society, and (e) the higher the level of income, education, and status of one's occupation, the higher the rate of membership in associations. In addition, the comparison of the national to the provincial level executive members indicated that "the higher the level at which an executive position is held, the more competitive are the individuals holding the executive position" (Bratton, 1970:86). Furthermore, he found that those holding office at the national level, (a) tended to had had more years of executive experience, (b) tended to had had more experience in competitive sports at a higher level, (c) they were slightly older, (d) they had completed a slightly higher level of education, and (e) their family incomes were slightly higher. Bratton's findings seem to agree with those of most scholars in terms of the social characteristics of executive members of voluntary associations.

Beamish (1978) also analysed the socioeconomic and demographic characteristics of volunteer sport administrators, and used as his base 22 selected amateur sport associations for that purpose. He reported on four basic areas: the socioeconomic level of administrators, past participation in the sport, residency, and membership in other voluntary associations. Beamish (1978:7), as did Bratton (1970), found that (a) the respondents in his sample were largely drawn from high status white collar occupations, and that the vast majority came from the

professional or technical sectors of the labour force, (b) 81% of the respondents average income is well into the upper quintile (i.e., the highest) of Canadian incomes, (c) the executive's status may be related to a previously advantageous position through family placement in the occupational structure, (d) about 80% were recruited from urban locations, and 43% had been recruited from Canada's five largest urban centres. Beamish concluded that Canadian amateur sport is becoming more bureaucratized, requiring a selection process based on white collar skill differentiation and work requirements and that a "very selective sample of the Canadian population is involved in developing the nation's amateur sport policies" (Beamish, 1978:15). This, he pointed out, represents "a danger of a growing separation between policy makers of amateur sport and the men, women and children who both participate in and, through this participation, subsidize sporting activities" (ibid., p. 18).

Hollands and Gruneau (1979) provided a broader and more longitudinal study of national executives. They collected data from individuals who had been sport executives in national sport associations in 1955, 1965, and 1975. In addition to their findings on the executive's socioeconomic characteristics (already discussed in the previous section) their study is valuable in terms of providing longitudinal data. Among other interesting observations, they provided evidence to suggest that "the correlation between executive participation and father's occupation appears to become stronger as one moves from the 1950's into the 1970's (Hollands and Gruneau, 1979:16). Their study is one of the few which attempts to explain class inequality in voluntary organizations by reference to structural constraints. They discuss (a) the unequal social positions from which individuals originate, (b) the phenomenon of social closure, (c) the existing authority structure within capitalist enterprise, and (d) manufacturing division of labour, as factors concerning class inequality in voluntary organizations.

Slack (1979) looked at the characteristics of administrators of sport governing bodies at the Alberta provincial level. He presented information on a) the administrators' biographic and demographic characteristics, b) the administrators' involvement in the sport, c) the administrators' involvement in executive positions with other sport associations, and d) the

administrators' involvement in non—sport related voluntary associations. His findings endorse those of Bratton (1970) and Beamish (1978) in that volunteer administrators were found to have similar characteristics to volunteers in other contexts. Slack (1979) found that (a) males predominated as volunteer sport administrators, (b) they were mostly from the middle and upper age brackets, (c) the majority were married, and (d) were from the upper socioeconomic levels, (e) a large percentage had British ethnic backgrounds, and (f) most had lived in their current place of residence for 5 of more years. In terms of the admininstrators' involvement in the sport Slack found, as did Bratton (1970), that (a) those who held higher level positions where also those who had had more years of executive experience, (b) a large number had been active in the particular sport, and (c) most administrators had some other members of their family involved in their sport. In addition, Slack reported that nearly 40% of the sport administrators held one or more executive positions in other sport or multi—sports associations, and that close to half of the respondents held memberships in non—sport related voluntary organizations. Presidents and vice—presidents held the largest number of memberships and executive positions.

In a later, more theoretically sophisticated study, Slack (1983b) focussed on one selected voluntary sport organization, namely the Canadian Amateur Swimming Association (Alberta Section), analysing areas such as (a) the bureaucratization of the organization, (b) the manifestations and consequences of this bureaucratization, (c) class and gender inequalities, (d) power and the centralization of it in the organization, and e) the organization and its environment. In the concluding section of his work Slack (1983b:309—318) presented his findings capitalizing on how they can be generalized in order to be applied to other voluntary sport organizations. He suggested that possibly most voluntary sport organizations are formed by charismatic leaders, and that once a rudimentary organizations is formed, the process of routinization starts to take place. Voluntary sport organizations, he concluded, show some evidence of several of the manifestations of bureaucracy such as hierarchy of offices, specialization of the functions, emphasis on professional qualifications, a career structure, a

disciplinary system, and others. The consequences of this bureaucratization can be seen as either a positive or a negative occurrence depending upon the theoretical perspecive (Weberian/Marxist) one takes. Slack found that both of these perspectives were supported to some degree by the data in his study.

Class and gender inequalities were found to be present in voluntary sport organizations (Slack, 1983b:315). Class inequalities can be attributed to such things as (a) the organization's bureaucratic structure, (b) the socially advantaged backgrounds of administrators, (c) the practice of social closure in voluntary organizations, (d) the existing authority structure of capitalist society that spills over into voluntary organizations, and (e) the manufacturing division of labour. Building on the work by Kanter (1977), Slack attributed gender inequalities to factors such as (a) women's lack of corporate experience, (b) as a consequence of (a) women were unable to create necessary networks within the voluntary organization, and (c) women did not have access to the resources of the work place. Slack also concluded that the centralization of power occurred in the voluntary sport organization and that the main source of power was access to resources such as (a) information about the sport, (b) business ability, and (c) political contacts. Finally, Slack (1983b:318) concluded that the study of the environment of the voluntary organization is useful in terms of explaining its development.

Theberge's (1980) study of five sports' executives in Ontario was to compare patterns of involvement between men and women. She found that as sports' executives become more encompassing and have more powerful mandates, women tend to be excluded. Reporting on education data, she found that the majority of men and women had achieved high levels of education (completed college) and that an impressive percentage of men — 47% — had graduate or professional training. As in all other studies on sport volunteers, a characteristics of the executives in Theberge's sample was that they were usually drawn from the more privileged sectors of society. Women were found to be consistently underrepresented in positions of relative importance (Theberge, 1980:39). Their underrepresentation at provincial and national level meaning that they have less input into policy and programme formulation

and implementation (ibid., p.40).

Other relevant contributions to the literature on volunteers in sport are provided by Mitchelson (1977), Nicholls (1977), and Lueschen (1981). The first two were papers presented at the Saskatchewan Sport Conference. Mitchelson (1977) dealt with motivational forces that influence volunteer recruiting, training, and retaining. He developed a model to fit the motivational forces affecting amateur sport volunteers providing suggestions for administrators on how the model can be used to promote optimum volunteer—organization relations. Nicholls (1977) discussed some of the problems concerning volunteers in amateur sport. He identified the need for "more shared responsibility" in voluntary sport organizations. Nicholls (1977:12—13) suggested that (a) volunteers must know where they and their work fit in the organization, (b) volunteers appreciate having written job descriptions, (c) they appreciate training and education to develop new skills, (d) their job must be challenging, and (e) the organization must promote volunteer input in the decision making processes. Lueschen (1981) provides an "analysis of sport organizations" including a discussion and review of the pertinent literature, concluding that "the study of sport organizations is at this time in the stage of early development" (p. 326).

Other contributions are those by Fairbrother (1975) and Johnston and Slack (1982). Fairbrother (1975) presented some thoughts on the concept of volunteerism, rationales for volunteering and the role of volunteers in amateur sport. He noted four areas in which the volunteer contributed to amateur sport: (a) voluntary participation in sport counters oversystematized approaches to the provision of basic sporting needs, (b) voluntary participation helps the professional in sports and recreation through shared responsibility, (c) a strong volunteer has a unifying effect on the community, and (d) voluntary participation allows for individual beliefs and freedoms. Johnston and Slack (1982) discussed "the training needs of volunteers involved in amateur sport organizations", suggesting that volunteers will benefit from adequate training programs.

2.7 Organizational Theory

The literature dealing with organizations, as a general theme, is abundant. Research studies have focussed on a number of aspects of organizations, and there is a wide range in the scope and depth of these studies. The focus of the research has been on organizations of a profit making nature, while voluntary organizations, and especially volunteer amateur sport organizations, have been significantly neglected. As a result the pertinency of the existing theories on organizations as they pertain to the study of voluntary sport organizations has been left somewhat open to speculation. While some of the theories are believed to be applicable to voluntary organizations, the applicability of many others is questionable (Mitchelson and Slack, 1982).

The delimitation of this study imposed a restriction on the degree to which the organization under study would be analysed from an organizational perspective, since the study focussed on only a part of the organization, the volunteer program, and not on the entire organization itself. Nevertheless, some of the notions of organizational theory can be related to the processes observed in the organization under study. The areas of (1) conflict in organizations, (2) the environment and the organization, and (3) organizational life cycles, will briefly be reviewed herein, as they are considered to be pertinent to the present study inasmuch as many of the processes observed within the Universiade '83 Corporation can be understood in the light of this theory.

2.7.1 Conflict in Organizations

Early management theorists, when attempting to build theories for efficient organization design, emphasized the importance of developing structures and policies that minimized, repressed, or eliminated conflict between units (Miles, 1980a). To the classical theorist, conflict was a sign of incompleteness in formal organizational design. The further elaboration of organizational structure was to remedy the problem of conflict. This would be achieved through a) the prescription of task requirements and limits, b) personnel selection,

training and placement, and c) the hierarchy of managerial authority, along with restriction of communications to vertical channels. These, along with others, would serve to further reinforce order by keeping units separated and dealing with conflict on the basis of authority (ibid.).

It was through the recognition of the functional aspects of conflict that the traditional view of elimination or prevention of conflict was gradually replaced by an emphasis towards the *management* of conflict. Some of the major theorists contributing to this view of organizational conflict are Simmel (1955), Coser (1956), Dahrendorf (1959), Thompson (1960), Boulding (1962), Robbins (1974), and others. Conflict can have its origins within individuals, between individuals and their environments, and also between units within an organization. The present study is concerned with the analysis of the latter since "conflict in organizations involves more than simple interpersonal conflict" (Hall, 1982:151).

Even confined to units, definitions of organizational conflict have taken many forms. Miles (1980a:121) reviewed a number of theoretical definitions, pointing out the different approaches used to define conflict. He noted that "some are phrased in terms of organizational structure or conditions under which conflict takes place. Others treat conflict as a process consisting of various stages. Conflict can be viewed as a feeling or perception of unit members or as the overt behaviours they manifest toward one another". Schmidt and Kochan (1972) also discussed the lack of a universal definition of conflict as well as the inadequacies of existing definitions. They have identified three common problems, namely, (1) definitions which imply underlying normative values towards conflict (e.g., definition by Coser, 1956); (2) overly broad definitions, which fail to distinguish between conflict and its antecedent conditions (e.g., Dahrendorf, 1959); and (3) confusion between conflict and competition (e.g., Boulding, 1962). In addition, the authors suggest three criteria to guide the search for a more precise and useful definition of conflict: (1) it should be devoid of a value laden perspective; (2) it should focus on specific actions and be conceptually distinct both from its antecedent conditions and its consequences; and (3) it should be distinct from that of competition.

According to Robbins (1978:299—300) "organizations require some functional conflict if they are to survive". He argues that "there will be situations where conflict levels are too low", and consequently that effective management of conflict sometimes requires "conflict stimulation". Aldrich (1979:91) supports this view by stating that "conflict within organizations is an important source of organizational variation, as disintegrative and independence—generating forces cause schisms between members, departments, programs, and other subunits". Boulding (1962) has emphasized that people and social systems require a certain amount of conflict to maintain optimum levels of arousal or activation. In addition, Robbins (1974:19) has asserted that "more organizations are dying from complacency and apathy than are dying from an overabundance of conflict".

In short, the views and theories on conflict vary from those which regard excess organizational conflict as the antithesis of "organizations" to those which stress the function of conflict as a vital process from which organizations benefit and ultimately depend on for survival. As stated by Miles (1980a:129), both the importance of conflict and the complexity associated with its management make it essential "that managers and organizational designers understand the context in which organizational conflict occurs and the variety of techniques available for use in its management".

A review of the literature reveals at least eight types of immediate antecedents or bases of conflict: (1) task interdependencies; (2) status inconsistencies; (3) jurisdictional ambiguities; (4) communication obstacles; (5) dependencies on common resource pools; (6) differences in performance criteria and reward systems; (7) differences in unit orientation and structures; and (8) skills and traits of key personnel (e.g. Dahrendorf, 1959; Thompson, 1960; Katz, 1964; Neilsen, 1972; Thomas, 1976; Robbins, 1974 and 1978; Aldrich, 1979). Some of these are more pertinent to the present study than others. Briefly outlined, *task interdependence* refers to the extent to which two or more units depend on one another for coordinative acts in the performance of their tasks, such as assistance, information, compliance, or feedback. Although task interdependency provides an incentive for collaboration, it also presents an

occasion for conflict. *Jurisdictional ambiguities* can occur where ambiguity in the definition of the domain of unit work responsibilities exist. Ambiguity regarding the appropriate means for accomplishing specified ends may also promote interunit conflict. Miles (1980a:134) noted that "ambiguities in the choice of means for accomplishing an interunit task may provide an opportunity for units to press for their own solutions and to disregard plausible alternatives suggested by other units".

Communication obstacles between units take many forms. There may be (a) physical barriers (geographical separation), (b) difficulties in synchronizing interunit contact, (c) semantic difficulties introduced by separate training and socialization of personnel. Generally, "the less units know about each other's jobs, the less collaboration one can expect from them" (Miles, 1980a:134). Conversely, job rotation and participation in interunit projects reduces communication barriers and provides shared experiences.

Differences in unit orientation and structures are created in the process of division and specialization of labor, which is partly dictated by the unique requirements and opportunities posed by the organization's external environment. In addition, they are exasperated by other organizational processes such as specialized training, different unit performance criteria and reward contingencies, and selection and placement. Miles (1980a:138) noted that in the management of this type of conflict, it is important to consider that "the conflict — latent or manifest — between differentiated subunits must be managed by methods of containment that do not threaten the requisite variety in organizational parts".

Finally, the *skills and traits of key personnel* also affect the quality of interunit relations. In concise terms, researchers have found that a problem—solving or confronting style is more effective than forcing or smoothing styles in dealing with interunit frictions. Although these considerations only scratch the surface of the roles of individuals and situations in interunit relations, they suggest managerial strategies that may be useful in dealing with these conflict sources in organizations.

Many conflict situations could be identified within the Universiade '83 Corporation and several aspects of the theory reviewed above provide possible explanations for what occurred. The review of the literature also provides suggestions as to how conflict situations such as those identified within Universiade '83 Corporation can best be avoided and/or managed for most efficient organizational functioning.

2.7.2 The Environment and the Organization

The incorporation of environmental concepts in research studies on organizations has increasingly been emphasized in the last decade. This is reflected in a number of recent publications (e.g., Tosi and Carroll, 1976; Aldrich, 1979; Perrow, 1979; Miles, 1980a; Hall, 1982) focussing on this aspect of organizations. The interest in organizational environments, however, is not new. Weber (1947), Selznick (1949), Bendix (1956), and others are noted in the literature for having considered the importance of this concept in their studies. In response to this phenomenon, Hall (1982:219) noted, quite appropriately, that "the environment appears to have been rediscovered in recent years".

Perhaps the most general definition of organization environment is anything that is not part of the organization itself. However simple this definition may be it does not distinguish between (1) those elements that are ***explicitly*** relevant for, and in ***direct*** contact with, the focal organization, (2) those elements of the environment that are ***potentially*** relevant for, and in ***indirect*** contact with, the focal organization, and (3) those elements that are true residuals — that are "just out there" (Miles, 1980a:195). Hall (1982) has made this distinction between the environments and has termed them (1) the specific, and (2) the general environments.

The specific environment has immediate relevance for the focal organization. It is composed of organizations or individuals with which a focal organization is in direct interaction. Elements of the specific environment constitute the focal organization's "organization—set" (Miles, 1980a:197). The general environment conditions, in contrast, are those that are "potentially" relevant for the focal organization. Hall (1982) identifies seven

dimensions of the general environment as follows: (a) technological, (b) legal, (c) political, (d) economic, (e) demographic, (f) ecological, and (g) cultural.

The impact the environment has on organizations is certainly not insignificant. A constantly active relationship exists between all organizations and their environments. "Just as any organism, such as man, must learn to adapt to its environment or perish, so too must organizations" (Tosi and Carroll, 1976:154). Organizations must continually adjust to the demands placed upon them and must constantly be capable of modifying some or all of their components, in order to become fitter for existence under the conditions of their environment. Those conditions which shape organizations, and to which they must adapt in order to survive are usually the conditions imposed by the general environment.

Organizations also attempt to control and shape their environment. Child (1972) has proposed a strategic choice model for understanding organization—environment relations. Included in Child's concept of strategic choice are managerial decisions regarding the organizational environment. "Organizational decision makers do take positive steps to define and manipulate their own corners of the environment" (ibid.). Examples of this situation, i.e., organizations shaping their environments, are many. They can usually be found among the interactions of the focal organization and its specific environment. Consider the example of a local basketball association. In this case, the clientele to be served by the organization is selected, numerous other variables are defined by such a selection, such as number of people served, economical levels of society affected or some kind of demographic delimitations, thus the specific environment is being shaped by the focal organization.

Organizations are complex system themselves, comprised of many interrelated parts, or many subsystems, which in turn interact with the whole. Two types of systems are identified by Tosi and Carroll (1976:154): (1) open systems, and (2) closed systems. The approach to organizations as being a set of interrelated subsystems stands as an alternative approach to the more traditional treatment of organizational components where the concept of "line" and "staff" relationships are used in the definition of different departmental structures. Tosi and

Carroll (1976:157) identify five subsystems which "are related groups of activities which various units perform to meet the objectives of the organization". These activities are: (a) production subsystem, (b) adaptive subsystem, (c) boundary—spanning subsystem, (d) maintenance subsystem, and (e) managerial subsystem.

Furthermore those subsystems can be classified into two major categories as primary and collateral subsystems. The primary subsystems are those which meet the fundamental requirements, i.e., they are the primary functions of the organization. These subsystems are similar to the concept of "line" in an organization (ibid.). From the subsystems presented earlier, the production, boundary—spanning, and adaptive subsystems classify into this category. The support subsystems, such as the managerial and maintenance subsystems are classified as collateral subsystems. The maintenance subsystem corresponds to the concept of "staff" in the more traditional approach to organizations while the managerial subsystems are "administrative" in nature. Some variation exists, of course, in the relationship of the different subsystems from organization to organization. While some organizations are characterized by having a more rigid, bureaucratic structure, others are extremely flexible and people—oriented.

On the basis of the changes and adaptations encountered between environments and organizations, environments can be characterized as to the degree of change as (1) stable, and (2) volatile. "Degree of change may be conceived of as a continuum, at the opposite ends of which are stability and volatility" (ibid., p. 169). The stable environment is characterized by high levels of predictability while the volatile environment is one in which prediction is difficult. In the former, changes are relatively small and do not affect the basic structure of organizations. They refer to changes in "size" rather than in "kind". In the latter, changes are abrupt and intense and their uneven and disconnected character impedes accurate predictions. These conditions or changes in the environment will affect the organization and the way its subsystems function.

These changes, however, can be further differentiated. They can refer to two different dimensions of organizations: the market and the technology. By combining these dimensions

with the two levels of uncertainty — stable and volatile — four types of conditions will become apparent and four types of organizations will then be functional in each different condition as discussed by Tosi and Carroll (1976:174).

According to these authors, there are four different organization forms which vary according to the characteristics of the environment. The extreme ends, where the environmental characteristics are either both stable or both volatile, are the hierarchical and flexible organizations respectively. The other two types, the technologicaly—dominated mixed and the market—dominated mixed are probably more prevalent than the former two types. The subsystems in each of these organizations will relate differently to each other and will assume different characteristics.

Aldrich (1979), Miles (1980a), Hall (1982), and others discuss these relationships in a similar fashion. While Tosi and Carroll focus on four different types of organizations, Aldrich (1979) suggests four different types of environments in order of increased complexity, as follows: (1) Type I, stable, dispersed; (2) Type II, stable, concentrated; (3) Type III, unstable, concentrated; and (4) Type IV, unstable, concentrated and turbulent. As has been outlined earlier in this section, Hall (1982) discusses the environment in terms of content, rather than in terms of its degree of uncertainty. He suggests seven dimensions of the environment, as follows:

1. Technological Conditions: technological conditions are the ones which are of concern to probably all types of organizations. This set of conditions refers to the technology which surrounds any organization, and is, therefore, a part of the environment. Technological development reflects itself in a wide range of activities such as new ideas, new methods, new techniques, new materials, and so forth. Organizations which strive for survival must keep up with such developments.
2. Legal Conditions: most organizations are directly or indirectly affected by the legal conditions of the environment. "Organizations such as voluntary associations with a strictly local base may be relatively unaffected by legal conditions until laws are passed that affect

their operations, or until they become developed to the point that they must register with one or another government agency" (Hall, 1982:228). At one time or another, laws, or new interpretations of those laws, will have an impact on all kinds of organizations.

3. Political Conditions: political conditions do also affect the great majority of organizations. They are closely related to the legal conditions mentioned earlier, as political ideologies are, usually, reflected in laws and regulations. Government agencies are probably more directly, or more immediately, affected by the political climate, than are the private organizations. Nevertheless, the political conditions remain an important consideration.
4. Economic Conditions: it is clear that economic conditions are potentially critical to all organizations, and fluctuations in this aspect of the environment certainly affect any organization. Fluctuating economic conditions in fact, accurately reflect the organization's priorities. Periods of economic difficulty can always be associated with cutbacks in those areas of the organization considered least important. This, of course, will drastically affect the organization since all the subsystems play an important role in its strive for survival. The economic conditions also determine the general state of society and consequently affect those organizations the most which closely interact with the general public, since the contributors have more or less time and income available. Government agencies are among those which are severely hampered in times of economic difficulty since all government agencies compete for a part of the tax revenues. It is clear that organizational growth and development, in general, parallel economic growth, and vice—versa.
5. Demographic Conditions: demographic conditions refer to the number of people, to their sex and age distribution, i.e., frequency of occurrence over a certain area, and eventually to the socioeconomic status distribution in the society. These conditions can, in general, be predicted by the organization on the basis of census data. A lesser degree of predictability is associated with population shifts, an important consideration in societies where race, religion, and ethnicity play an important role.
6. Ecological Conditions: ecological conditions are closely related to the demographic pattern

of society. The physical location of an organization directly determines its environment, since an organization in an urban are is more likely to have contacts with a number of other organizations that is one in a rural area. Other ecological factors such as climate and geography also closely affect organizations.

7. Cultural Conditions: cultural conditions are among those which are the most difficult to distinguish and to measure in society. Nevertheless, their impact on organizations in clear, especially if examples from multinational organizations are examined. According to Hall (1982:232) "it appears that the more routine and standardized technology, the less the impact on cultural factors,...[and]...when one moves to less routinized technological operations, such as local government,... the impact of culture is likely to be higher".

The impact the environment has on organizations is certainly not insignificant, as outlined in this section. The complexity of the issue is determined by the number of combinations which is possible among these conditions, organizational types, levels of uncertainty of the organization, and others. Some variation in terminology and approaches to these issues, of course, exists, but the basic idea remains generally the same.

In a rare study which considered concepts of organizational environments in the study of a voluntary sport organization, Slack (1983b) has focussed on the relationships between the selected organization and the organizations that comprise its organizational—set. He examined these relationships in terms of Aldrich's (1979) four components: formalization, intensity, reciprocity, and standardization. Following a thorough presentation of his findings, Slack (1983b:296) concluded that "this type of analysis offers a starting point for more complex work which can help us to fully understand the nature of the voluntary sport organization". Slack's study serves to show that the organizational environment have an obvious and important influence on organizational life, maybe even more than, or at least as much as, the people who comprise the organization. On the other hand, an important consideration to keep in mind when dealing with organizational environments is that not only do environments shape organizations, but also organizations have the power to shape their own environments. These

are important considerations for those wishing to manage organizations in the most efficient manner.

Concepts of organizational environments other than those used by Slack can also be used in the study of voluntary organizations. In this study an attempt will be made to incorporate some of these (e.g., the seven dimensions of the general environment by Hall, Tosi and Carroll's organizational types in relation to the environment) during the analysis of the selected organization.

2.7.3 Organizational Life Cycle

Kimberly and Miles (1980) are perhaps the major contributors to the study of organizational life cycles. They attributed the "generally moribund state of much current organizational theory and research to the lack of appreciation for the role of history in, and the effects of context on, organizational life" (ibid., p. 13). They further argued that "much of this theory is static, historical, and arid and that redirection of the paradigms used by researchers may be helped along by thinking about organizations in life cycle terms" (ibid., p. 1).

Organizations are social inventions. They provide the means necessary to realize the benefits that can be gained by coordinating the activities of a large number of people toward some common goal. Kimberly and Miles (1980:2) pointed out that organizations "are owned, designed, and managed by people. As such, they possess most of the limitations and potentials that people have. Organizations are fluid and dynamic: they move in time and in space; they act and react". These authors concluded that the constant changes and adaptations which organizations experience, reflect the fact of birth, life, and death among organizations.

In a study related to organizational life cycles Cameron and Whetten (1981:526) pointed to two deficiencies in the literature on organizational effectiveness: (1) the over—reliance on researcher—imposed criteria of effectiveness, and (2) the tendency to measure perceptions of effectiveness at only one point in time. They proposed that

> there are significant differences in the social environments constructed at different life—cycle stages and at different hierarchical levels in the organization (ibid.).

Cameron and Whetten (ibid.) also cited the work of Quinn and Cameron (1980) who reviewed nine models of organizational life cycles and identified four common stages of development among these models. These authors labelled the four stages: (1) creativity and enterpreneurship; (2) collectivity; (3) formalization and control; and (4) elaboration of structure. They point out that these four stages are probably applicable only to the early stages of development of organizations.

The life cycle of organizations is commonly subdivided into three stages, namely, creation, transformation, and decline of organizations. Most authors view the *creation* of organizations as the most important epoch in the life of an organization. Stinchcombe (1965), Kimberly (1980), Miles and Randolph (1980), and others argued that the initial "imprinting" establishes parameters that limit both the degree and the direction of future development. Miles (1980b:431) argued that

> choices made at the time of creation — choices about ideology and meaning, planning, organizing and learning, recruitment and socialization of members, and external relations with constituents and the rivals — powerfully shape the direction and character of organizational development.

The impact of the initial "imprinting" in organizations is probably particularly pronounced in organizations of a short life span since its goals or its mission must be accomplished in a pre—set, usually very limited, time frame. Consequently there is no time for eventual replanning, reorganizing, and/or to alter any external or internal relations significantly.

Van de Ven (1980:88) defined the creation stage of organizations as "beginning with their initial inception, moving through their planning and implementation phases, and culminating with their institutionalization". Both Kimberly (1980) and Miles and Randolph (1980) referred to the first three of these phases (i.e., inception, planning, and implementation) as "organizational creation" and to institutionalization as "early development". Miles (1980b) also identified the difficulties with boundaries around organizational creation as to where a distinction between "prehistory" and "creation" should be

made. He further warned against drawing boundaries around the creation of organizations too firmly, and recommended, instead, the identification of linkages that help to define the process and outcomes of organizational creation (ibid., p. 432).

Most writers on organizational creation make a distinction between organizations that are new and different and organizations that are simply new. Miles (1980b:434) noted that

> although accomplished competition, and other rivals for resources are an important part of the external environment of a new but conventional organization, much of the knowledge required to get the organization off the ground is in existence — all that the founders have to do is locate and tap it. In these settings new roles and relationships must be learned but not invented.

As organizations mature, they learn from their early performance. Thus many things become institutionalized in the form of values, norms, structures, and processes. Concomitantly members change in ways that have implications for the health and efficiency of their organizations. Growth in organizations size also influences the various internal processes and structure, in that it creates greater distance, both physical and psychological, among members of the organization.

Organizational *transformations* occur somewhere between the extremes of organizational existence. Miles (1980b:436) suggested that

> organizational transformation is an ongoing fact of life, ... and [it reveals] some of the internal cultural, political, and technical dynamics that are the sources of this transformation process.

According to Tichy (1980) organizations vary over time in the amount of energy invested in making adjustments in these dynamics or cycles (i.e., cultural, political, and technical). These adjustments lead to transformation of organizations because focussing attention on one cycle creates problems in the others.

Very few contemporary studies of organizational life cycles focus on the *decline and termination* of organizations. This is probably due to the humiliating connotation commonly associated with these processes. Miles (1980b) distinguished among different dimensions of organizational failure. He suggested that organizations may fail on one or more of several grounds, namely (1) technical, (2) political, and/or (3) cultural, but that failure in one of

these aspects of organizational life may not lead necessarily to the termination of the organization as a whole. Miles (1980b) also noted that organizational failure can also be thought of with respect to a number of referents: (1) the organization's form, (2) the organization's goals, and (3) the organization's external environment. He concluded that "goal choices made very early in the life of an organization can have an important influence on both the quality and the duration of its life" (ibid., p. 432).

One form of organizational termination not commonly given explicit consideration is success in goal attainment. Organizations, such as the one which constitutes the subject of the present study, may cease to exist because they have accomplished their purpose or mission. Although organizational success as termination may not seem as a problem worthy of investigation, Miles (1980b) warned that the persistence of organizations beyond the achievement of their purpose has portentous implications. He cited the case of public organizations in the United States were very few such organizations ceased to exist despite of having achieved their goal. Miles (1980b:444) further noted that "the termination of an organization has its aftermath, and this aftermath may become an important part of the prehistory of future organizational creations". In conclusion Miles (1980b:444—5) added that research into the experiences and beliefs of organizational "survivors" is of value not only in helping others to avoid premature organizational termination "but also in assisting survivors to make this transition and to understand the kinds of influences they are likely to have on the organizations they later create or join".

In this study "organizational survivors" were interviewed in order that their experiences and beliefs could be recorded. As noted by Miles (ibid.) this practice, along with the study of the aftermath of organizational termination, are of great value as they become an important part of the prehistory of future organizations.

3. METHODS, PROCEDURES AND CONSIDERATIONS

3.1 Introduction

As has been outlined in previous chapters the main goal of this study was to conduct an analysis of the volunteer management program of the Universiade '83 Edmonton Corporation. This program was developed as an instrument for managing a large number of volunteers who would, upon entering the Corporation, require proper orientation, placement, training, and so on. It was also the purpose of this study to investigate selected biographic and demographic characteristics of the organization's membership.

In order to adequately obtain information on the subject, all available sources of data should ideally be examined. Three potential sources of data were chosen for this research: (a) the developers, managers or administrators of the volunteer program, (b) the individuals for whom the volunteer program was developed — the volunteers themselves, and (c) a vast collection of organizational documents left behind by the Corporation. In addition this author had the opportunity of being involved both as a "working volunteer" and as a committee member during the planning stages of the volunteer programs, both of which greatly helped during the phases of information gathering and analysis of the data.

The first group, the developers, managers or administrators, was considered to be the major source of detailed information on the creation of the program. The time and effort invested by these individuals had, in most cases, exposed them to a substantial amount and a wide variety of information. Since no one has greater knowledge of a given situation than a person who has been directly involved in it, it was decided that an attempt should be made to interview a number of key individuals who had been directly and extensively involved in the creation of the volunteer program. The review of the literature on research methods and design (e.g., Merton et al., 1956; Webb et al., 1966; Dillman, 1978; Babbie, 1979; Frey, 1983; and others) revealed that, in a situation such as this, the best method available to researchers interested in collecting detailed data from selected respondents is the focussed interview.

The second group, also considered to be an important source of data, were the volunteers for whom the volunteer program was created. Obviously this group, like the one described above, was extensively involved with the volunteer program. This group would provide information on the same subject as the previous one, with one crucial difference, namely, the perspective from which they experienced the volunteer program. As the sense of values of both groups was understandably different, the interpretation of the subject was also expected to differ. It was clear that both groups had important information to share and that they would be complementary to each other, i.e., it would be like examining "both sides of the coin". The review of the literature (ibid.) was instrumental in determining which research method would be the most appropriate in this situation. It was decided that survey research is the most appropriate method available to tap information from a portion of the large population.

The third group, the organizational documents which were left behind by the Corporation along with selected statistical tables from the 1981 Canada Census, was examined as a source of data complimentary to the two previous ones. The collection of organizational documents was mainly used as a control for the information which was collected through the focussed interviews and the questionnaires. Names, dates and places could be confirmed and/or corrected and it was possible to determine the exact date and sequence of events (which were not always as clear in the memory of individuals). The statistical data were used in the comparison of the biographic and demographic information on the Universiade '83 volunteers and the populations of Edmonton and Alberta.

3.2 The Focussed Interview Technique

The focussed interview technique is probably the best method available to researchers interested in collecting original data for the purpose of describing a given situation (Babbie, 1979; Merton et al., 1956). This technique differs in several aspects from other types of interviews. Merton et al. (1956) outline four basic characteristics of the focussed interview,

which combined, distinguish it from other types of research interview. These characteristics are as follows: (a) the persons to be interviewed are selected on the basis of their involvement with a given situation, as opposed to being ramdomly selected, (b) "the hypothetically significant elements, patterns, processes and total structure of this situation have been provisionally analysed by the social scientist" (ibid., p. 3), (c) the researcher develops a guide for the interview, outlining the areas to be investigated, and (d) the researcher learns the interviewee's definition of the situation. In the early stages of this study the four basic characteristics of the focussed interview were carefully studied.

It should be pointed out that the researcher was in a particularly convenient position to carry on an analysis of the situation (the second characteristic outlined by Merton et al.), due to her own involvement, both as a volunteer during the Games and as a committee member within the Volunteer Department. The close day—to—day contact with the Corporation and, specifically, with the Volunteer Department and its members during the period of preparation for the Games and then during the unfolding of the Games, provided an excellent opportunity to observe the development of affairs and the individual reactions to situations at hand. The observation of the situation and the provisional analysis of it enabled the development of an interview guide, which would later be used during the interviews.

3.2.1 The Selection of the Sample

According to Cameron and Whetten (1981) several researchers have pointed out that individuals occupying different positions within an organization and performing different tasks use different criteria for evaluating the organization. They reviewed writers who have suggested that "members of the dominant coalition (i.e., major decison makers and policy setters) should be used as sources for judging organizational effectiveness" and reviewed others who suggested that "the most knowledgeable informants about the processes, structures, and effectiveness of an organization are the individuals engaged in the organization's daily production tasks" (ibid., p.528). Thus, these guidelines were taken into consideration for the selection of the sample for

the present study,in that members of both groups (i.e., the "dominant coalition" and those "engaged in the Universiade '83 daily production tasks") were selected to be interviewed. By searching through the organizational documents for an official organizational chart containing names of positions and individuals responsible for each of the positions, it was determined that the following would be contacted and invited to an interview:

the chairperson of:

1) the Volunteer Department,
2) the Volunteer Recruitment Committee,
3) the Volunteer Orientation Committee,
4) the Volunteer Training Committee,
5) the Volunteer Information Service Committee,

also

1) the Volunteer Coordinator,
2) a secretary of the Volunteer Department, and
3) the president of the Corporation.

The addresses and telephone numbers of the individuals to be interviewed were mainly obtained from the organizational documents and/or from other interviewees.

3.2.2 The Interviews

Initially the selected sample of respondents was sent an introductory letter, outlining the objectives of the study and inviting them to participate in an interview. They were also asked to complete an attached brief form, place it in a self—addressed/stamped envelope and to mail it back (a sample copy of the introductory letter as well as the brief form to be filled in are included in the Appendices A and B respectively). Amongst the individuals who received this introductory letter were the five chairpersons of the sample, i.e., the chairperson of the Volunteer Department and the chairpersons of the four committees. The other interviewees were selected, in part, on the basis of suggestions made by these five individuals. For simplicity

these were contacted either by telephone or in person. Those individuals were not sent the introductory letter but were communicated equivalent information verbally.

Whenever possible the interviews were scheduled according to the interviewees' preference of time and place. The average duration of the interviews was 60 minutes. Most interviews were tape recorded for future analysis. Those which were not taped were recorded by way of taking notes. All interviews started with a short introduction of the interviewer and the research study, and the respondent was allowed time for questions and/or remarks. An interview guide was used to conduct the interview, and it was used as a loose check list of items to discuss rather than a rigid guide to follow.

3.2.3 Treatment and Analysis of the Data Gathered through the Focussed Interviews

As has been outlined earlier the focussed interviews were, in most cases, tape recorded for later analysis, resulting in approximately ten hours of tape recorded information. The tapes were then transcribed to facilitate the analysis of their content. This was done by the researcher and proved to be an inexpensive but time consuming process. The outcome was approximately 150 single spaced pages of information. The transcripts were then photocopied and the original was filed away. This was done for two reasons: first, because the second copy would later be cut and the information grouped for analysis according to subject and second, to ensure that a copy was on file in case of loss or damage to the working copy.

Following this procedure, the transcripts were cut and arranged in chronological order. Generally, the bulk of the information collected on each individual topic, i.e., volunteer recruitment or volunteer training, was originated by the person who was responsible for that area, and additional information was provided by those who had the opportunity to interact with the given committee or group. The information was then compared to that collected from the organizational documents and in some cases the former could be supplemented with the latter. This bulk of information provided a fairly detailed description of the Universiade '83 Volunteer Program — from the starting of the first committee member to the date the final

report was filed. A complete presentation and discussion of the results, is presented in Chapter 4.

3.3 The Survey of the Universiade '83 Volunteers

The best method available to researchers wishing to collect data representative of a large population is probably through survey research (Babbie, 1979; Dillman, 1978; Frey, 1983). Babbie (1979:316) suggests that when probability sampling guidelines are carefully followed, thus ensuring that the group of respondents is representative of a larger population, and when standardized questionnaires are carefully constructed to provide data in the same form from all respondents, then survey research is indeed an appropriate and valid methodology.

The selection of an appropriate sampling method is, of course, the researcher's responsibility. Every situation and every study must be analysed individually to allow for careful consideration of all the factors involved in the decision making process. There is no pre—set package of methods which a researcher should use since every study is unique. The same holds true for the selection of an appropriate data gathering technique. Whether it is more adequate to mail a standardized questionnaire to the respondent or to interview the respondent over the telephone or visit the respondent at home is again a decision that must be made by the researcher. Factors such as the budget available to the researcher, time constraints, and access to the respondents all play an important role and must be considered during the process of the selection of the data gathering technique.

In this study the administration of a standardized questionnaire to a small portion of the population was found to be an appropriate data gathering technique. The population consisted of the volunteers who worked during the 1983 World University Games (the list from which the sample was drawn contained 14,598 names). They were the individuals for whom the volunteer program had been developed and their perceptions on the effectiveness of the program, as well as other valuable statistical information, would be readily obtainable through

a questionnaire.

3.3.1 The Selection of the Sample

A sample of 150 volunteers was randomly selected to be interviewed. The method which was found to be the most appropriate method for this study is technically referred to as a *systematic sampling with a random start*.

According to Babbie (1979:178) this method is found to be simpler and more accurate than simple random sampling. He stated "by now, debates over the relative merits of simple random sampling and systematic sampling have been resolved largely in favor of the simpler method: systematic sampling. Empirically, the results are virtually identical... systematic sampling, in some instances, is slightly more accurate than simple random sampling". Babbie, however, also warned against one danger involved in systematic sampling — if the arrangement of elements in the list is cyclical then the use of systematic sampling is unwise. This is commonly referred to as periodicity and it can seriously bias a sample. Fortunately, this was not a problem in this study. The list of volunteers which was used was arranged in alphabetical order thus eliminating the danger of periodicity in this case and creating an implicit stratification. According to Babbie (1979:182—3), under these conditions, systematic sampling is more accurate than simple random sampling, as it takes advantage of the natural stratification of the list.

> If a list of names composing the sampling frame for a study is arranged alphabetically, then the list is somewhat stratified by ethnic origins. All the McTavishes are collected together, for example, as are all the Lees, Wongs, Yamamuras, Schmidts, Whitehalls, Weinsteins, Gonzaleses, and so forth. To the extent that any of these groups is a substantial subset of the total population, that group will be properly represented in a systematic sample drawn from an alphabetical list".

The list of names from which the sample was selected was the most completed version of the list of volunteers available. It consisted of a printout listing names, serial numbers, addresses, telephone numbers, and job codes of 14,598 volunteers. However, the printout had been produced three or four days before the Games were officially opened, and after the

printing of the list, names are known to have been added to and/or deleted from the original list. This can be confirmed through the analyses of some organizational documents. For example, a total of 15,385 volunteers were reported to be on file at the Corporation in the Volunteer's Department Final Report (July 11, 1983:42). This indicates that some 787 volunteers joined the Corporation's volunteer group in the last days before opening ceremonies (Note that the exact number is not known as the numbers of individuals who may have withdrawn is also questionable).

It is believed that this has not affected the outcome of this study to any great extent for two reasons: first, the chances of one of the newly added names being included in the selected 150 is very small (approximately 1 in 100); second, their responses would most probably not dramatically change the results obtained. However, it is wise to keep in mind that the sample did not contain any "late joiners" and that whatever characteristics they may have had in common did not have a chance to be represented in this sample.

At first the sampling interval was determined by dividing the total number of names (14,598) by 150 (the previously established desired sample size), producing a sampling ratio of 1/97, i.e., one in every 97 names would be selected. Then a random number between 1 and 97 was selected as a start. This and every 97th name on the list was drawn to comprise a sample of 150 names. These names were then numbered from 1 to 150, giving each name an ID number. The ID numbers, as they were drawn, were recorded on a sheet of paper which had been prepared as a "record sheet". This would later serve to summarize and accurately reflect the state of the survey as it unfolded.

3.3.2 The Construction and Administration of the Questionnaire

The first step in the construction of the questionnaire was to determine what its role was to be, i.e., what topics should be addressed? Once this had been determined questions were tentatively formulated. This was, at first, done in a "brain storming" fashion without emphasis on the organization and/or presentation of questions. The next step was to cluster the questions

into two groups: one would be comprised of questions regarding demographic information; the other group would contain questions related to the volunteer program. Following this procedure, the questions were again ordered within each group of questions. An attempt was made to arrange the questions in a logical chronological sequence, i.e., the volunteer would be asked to answer questions on events in the same order in which they supposedly happened. The questions on the demographic information were arranged in the order of the simpler to the more complex (e.g., age, sex, level of schooling, yearly income).

There are a multitude of sources of general principles of questionnaire design and question wording (e.g., Payne, 1951; Babbie, 1979; Bradburn and Sudman, 1979; Backstrom and Hursh—Cesar, 1981). The construction of the questionnaires in this study was based on these general principles. It had been decided that it was appropriate to administer the questionnaires both over the telephone and by mail according to factors such as where the volunteer resided. Therefore, the principles of construction and design of both techniques, mail and telephone survey, were revised.

It became quite clear from the review of the literature that the design of self—administered questionnaires generally differs from that of interviews. As a rule of thumb, self—administered questionnaires should generally start with the most relevant set of questions (in the case of this study these questions would be those related to the volunteer program), whereas interviews should generally start with "easy to answer" questions such as age, sex, number of people in the household and the like, so that the interviewer can quickly gain rapport. It also became clear from the review of the literature that the researcher's decisions on any aspect of questionnaire design and construction are typically based on commonsense rather than any rigid set of rules. As Frey (1983:88) notes "variations in questionnaire construction and question wording are common given the nature of the research problem and the population being surveyed".

A unique characteristic of this study is that the two survey methods were used within one single study and for one single sample. This made it extremely important that the

questionnaires be designed in such a way as to remain as similar to each other as possible. The results of one set had to be completely comparable with those of the other. Given this unique characteristic and the fact that the initial gaining of rapport was not considered to be a serious problem in this study, it was opted that the construction of the questionnaire should be guided by the principles of design and construction of self—administered questionnaires. Note that the initial gaining or rapport was not a problem here since the sample in this study consisted of volunteers who, by definition, are inclined to give of their time to help others. Once the interviewer identified herself as wanting to talk about their experiences in an activity they had volunteered to do, rapport was usually established. In most cases the volunteers gladly answered the questions even if they had to postpone supper or other activities. Some asked the interviewer to call again later once they had had a chance to arrange for a quiet period of time during which they could be interviewed.

It was therefore decided that, within the questionnaire, the questions on the volunteer program would be asked first and the demographic information would be gathered at the end. The rationale was that this would be best for both parties involved, the interviewer and the interviewee. The first would be assured to have collected the most important information during the initial stages of the interview so that if the interview was interrupted for any reason the data would be incomplete but would still be valuable for this study; the latter would benefit from the set—up inasmuch as it would be more interesting for him/her to talk about his/her experience at the beginning, leaving the duller part to the end. The two groups of questions were then revised and the questionnaire was edited. An effort was made to follow the principles of question wording to maximize the results of the questionnaire. A sample copy of the questionnaires are enclosed in Appendices D and E.

It is appropriate, at this point, to outline the reasons why the two data gathering techniques were chosen and how the survey was administered. Initially a summary of comparative advantages and disadvantages of the survey methods was used as a guideline for selecting the survey methods used in this study. Naturally, the design of the research's data

gathering technique "depends on the nature of the problem being studied, the nature of the population being researched, and the extent of the resources available" (Frey, 1983:27—8). In this study, the selection of the survey method was practically determined by the extent of the resources available and by time constraints.

It was found that, in case of the face—to—face interview, the advantages of the method (e.g., typically attain higher response rates, generally decrease the number of "don't knows", observation of respondent can aid in collection of data) did not outweigh its disadvantages (e.g., by far the most expensive of the three methods, the one that takes the longest to complete, the one that requires more personnel or staff hours). It was due to the time and budget constraints of this study that the face—to—face interview method was rejected as an instrument of data collection for this study.

The other two methods, self—administered questionnaires (or mail questionnaires) and telephone interviews were both considered to be acceptable methods in terms of the resources available. It had been decided that the survey would be undertaken by a single person (the author) since there were no resources available to hire personnel and the alternative of recruiting and training volunteers to staff the survey was considered to be an uncertain, lengthy, and time consuming task. It was decided, initially, that all possible interviews would be administered over the telephone. The rationale was that the telephone interviews were the least expensive, the fastest and safest method under the circumstances. There would be no telephone charges as the researcher would place the calls from her home telephone, there would not be a need to hire any staff, the data would be immediately ready for computer inputing as the researcher would code the responses as they were received. Finally, the researcher would be able to probe for responses and to clarify the questions where needed. It was decided that only in case of long—distance numbers the calls would not be made.

Once all the factors involved in the questionnaires' design and construction had been completed, an appropriate coding system for response recording was developed. This was done with a proper statistical data analysis manual on hand and before interviewing began, in order

to provide a master coding frame for all the questionnaires. In most cases the answers would be recorded exactly as given, for example, if a respondent stated that they had completed 12 years of schooling this response would be recorded with a code of "12". In other situations, for example in the case of descriptive answers, a proper coding frame had to be created.

Once a coding frame had been created for all the open ended questions a response sheet was prepared. Each respondent would be assigned a response sheet onto which all his/her responses would be recorded. The use of standardized response sheets would later facilitate the input of the data into the computer and it would also provide an easy reference in case original codes had to be checked (this was found to be a common procedure during the initial phases of data inputing and analysis).

At this point the actual collection of the data could begin. The following were the documents needed to conduct the telephone interviews:

a. the Interview Record Sheet — containing the ID numbers of the volunteers to be contacted;

b. the list of volunteers names and telephone numbers;

c. the questionnaire — containing the questions to be asked;

d. the Response Sheet — where the appropriate codes would be recorded.

As outlined earlier, an entry would be made on the record sheet as to the outcome of the contact with the respondent.

A name was assigned a code of "not reachable" (N=39 or 26%) when either the person was known to have moved out of the country, or when it had been established that the person was not available for the interview (e.g., away on holidays for 2 months, or seriously ill) or when the person could not be reached by telephone after 6 tries on different days of the week, on different times of the day, on different weeks. A name was assigned a code of "not applicable" (N=15 or 10%) when the person had successfully been contacted and it had been established that the person had not actually been involved in the program (e.g., withdrew at the last minute, or was never called upon to volunteer). Intuitively, a name was assigned a code of

"refused" (N=11 or 7%) to any person who declined to be interviewed before, during, or within the first two questions of the introduction to the survey instrument.

After the first week or two of data collection by telephone it had become clear that certain times of the day were more appropriate than others to successfully complete interviews. In order to optimize the progression of the study, it was decided that the telephone calls would be made on these times of the day and days of the week on which there was the highest chance of a successful completion of the interview. The majority of the calls were therefore made on weekdays between 5 p. m. and 9:30 p. m., on Saturday mornings, and on Sunday afternoons. Each interview was expected to take approximately from 10 to 15 minutes depending on the objectivity of the answers and on the number of questions to be asked a given respondent. A total of 20—25 minutes per questionnaire was calculated as an average time limit considering the preparation and wrap—up time for each telephone call. This would result in an average of 8 calls per evening, plus 16 on the weekend. Consequently, it was predicted that approximately 45 calls could be placed in a week if everything went as planned.

This, unfortunately, was soon found not to hold true. A surprisingly high number of interviews took almost twice the time predicted to complete. It seemed that during the course of the interview many volunteers became excited about reporting their experiences and made it difficult for the interviewer to keep the interview within the predicted time limits. Often respondents had to be interrupted and led back to the topic at hand as they would engage in an extensive report of their activities and experiences as volunteers.

If this presented problems in terms of staying within the time limits "allotted" per questionnaire, it was not without benefits with respect to the amount of information that could be gathered during such conversations. It was found that it was worth taking notes during such conversations for future reference even though the topic sometimes deviated slightly from the questionnaire. Often as much time was spent completing the questionnaire as was spent afterwards with comments and opinions. Furthermore, it was found that much time was spent in initially contacting the respondent. No statistics were kept on the ratio of number of calls

placed and the number of calls successfully completed but it was found that a large amount of time was spent before the actual interview could begin. As a result of these two facts, the actual completion rate of questionnaires per week was less than half of the predicted average of 45 completed questionnaires.

As the time went by and the number of completed questionnaires grew, the task of interviewing 150 volunteers at this pace became a tiresome one. It was paradoxically a dull and exciting task to personally interview all the volunteers in the sample. At a certain point the efficiency of the telephoning method in terms of completion rates seemed to decrease. The frequency of replies such as "I'm sure he'll be happy to answer your questions if you can just catch him at home..." seemed to increase. At this point approximately 75.0% of the people of the sample had been contacted.

It was then decided that the remaining people, that is, all those who had not yet been successfully contacted by telephone, or who had been reached but hadn't completed the questionnaire, would be sent a questionnaire in the mail. These people, along with those who had long—distance telephone numbers would be asked to complete the self—administered questionnaire. In total, 67 questionnaires were mailed. Of these, 37 (55.2%) were returned completed and 2 additional questionnaires were returned along with notes which enabled the researcher to qualify them as "not applicable". The survey undertaken in this study is considered to have been successfully completed. A combination of the two techniques, mail and phone questionnaires, resulted in a high response rate of 88.0%. This rate reflects the degree to which the researcher was successful in obtaining cooperation from all potential respondents within the sample. As outlined by Frey (1983:38) the response rate can be calculated as:

$$\text{response rate} = \frac{\text{number of completed questionnaires/interviews}}{\text{number of eligible respondents}}$$

This rate is "not to be confused with the completion rate, which is generally considered as a proportion of all respondents, eligible or not" (Frey, 1983:30):

$$\text{completion rate} = \frac{\text{number of completed questionnaires/interviews}}{\text{sample size}}$$

In this study a completion rate of 57.0% was obtained. The difference between the response rate and the completion rate is the difference between eligible and ineligible respondents.

The rates obtained in this study are regarded as being very good especially considering that no follow—up was done on the mail questionnaires, a common procedure used to increase return rates, and considering that no substituition of respondents was done, also a common procedure used to "pad" response rates. Frey (1983:39) notes that

> proper sampling technique suggests that substituition (for example, in place of a refusal by someone originally selected) should not be done, as it may not reflect the characteristics of the original respondent, thereby increasing the potential for response bias and sampling error.

There is yet another rate to be reported. The noncontact rate (NCR), which is the portion of nonresponse not attributed to direct refusals from potential respondents. In this study the NCR obtained was 0.27, and it was calculated as:

$$\text{NCR} = \frac{\text{total not contacted}}{\text{total known eligibles}}$$

Frey (1983:42) noted that this rate is crucial to understanding the extent to which respondents can be located or are accessible by each survey method, and added that this rate can be expected to fall between 20% and 39%.

One final consideration dealt with in this chapter is related to the fact that a combination of two data gathering techniques was used for collecting data. Obviously this must be taken into consideration when comparing the rates obtained in this study with other "single method" rates reported (e.g., telephone interviews or mail questionnaires alone). Face—to—face interviews are known to, in general, have higher response rates than those for

telephone and mail surveys (see for example Dillman, 1978; Babbie, 1979; Groves and Kahn, 1979; Frey, 1983), whereas, of these three methods, mail surveys seem to obtain the lowest (but not unreasonable) response rates, in a typical case.

In this study it was not possible to determine the exact percentage of intentional and nonintentional nonresponses due to the fact that these are difficult to establish in mail surveys. An educated guess can be made, however, since the survey was partially done by telephone. Explaining further, it is known that, of those questionnaires completed over the telephone, 5.3% were coded as "not applicable", 14.0% as "not reachable", and 4.0% as "refused". By calculating the number of non—returns of those questionnaires sent by mail based on the same percentage breakdown as above, and by adding the results to those obtained through the telephone survey it is possible to arrive at an estimated total percentage for the sample. Thus, it is estimated that approximately 10.0% of the volunteers in the sample were "not applicable", 26.0% were "not reachable", and 7.3% refused to be interviewed. Table 3.1 summarizes the rates obtained in this survey.

3.3.3 Treatment and Analysis of the Data Gathered through the Survey

As has been outlined earlier, a combination of two data collection techniques was used in this study — self—administered questionnaires combined with the administration of the same over the telephone. The telephone interviews were initially administered followed by the mailing of the remaining questionnaires. Hence the treatment of the data gathered during the telephone interviews will be discussed first.

At the end of each interviewing session the data gathered during that session was coded according to a pre—set standard. Each questionnaire only had three questions which required post—interview coding as all other questions had been designed to be coded instantly. As the codes were assigned to the appropriate questions, they were recorded immediately beside the data without replacing the data. This was an important consideration since data could never be recoded had this precaution not been taken. Each completed interview was recorded on the

Table 3.1 Summary of Survey Outcome

Sample Size	150	
# of eligible respondents	96	
# of completed quests.	85	56.6%
# of 'not applicable'	15	10.0%
# of 'not reachable'	39	26.0%
# of refusals	11	7.3%
Total	150	99.9%
Response Rate	0.88	
Completion Rate	0.57	
Non Contact Rate (NCR)	0.27	

Note: No substitutions were made in this study.

Response Sheet and the ID number was noted on the top right hand corner. At regular intervals (i.e., every 3—4 days) the codes were punched into the computer.

Much the same coding system was used with self—administered questionnaires. As each questionnaire was received it was assigned an ID number, answers were coded and the data was entered into the computer. The returned questionnaires were all kept on file in case further recoding was found to be necessary.

The bulk of the returning mail was received between two and four weeks from the day it was sent. The necessary preparation of the data and the program set—up for its analysis was mostly done during these two—four weeks of incoming mail. The program utilized for the analysis of the data in this study is known as SPSSx (Statistical Package for the Social Sciences — 1983 Version). The program was tentatively run several times before it could effectively be used for analysis, and this also served to familiarize the researcher with the program's features.

Initially the basic features of the program were utilized, i.e., a frequency table and a histogram was produced for each variable. Based on these, the need for variables' recoding could easily be determined. Several runs of the program were necessary to allow for all the variables to be adequately coded, in order for the results to be presented in a meaningful and/or manageable manner.

The interpretation of these results often led the researcher to a new set of questions and hence a new set of data was occasionally generated by recoding or cross—tabulating data. This process of cross—tabulation of data was done whenever there was reason to suspect the existance of some correlation between variables. The complete set of cross—tabulated tables is presented in the Appendix H, a discussion on the results being presented in Chapter 4.

Finally the *Chi—square* command of the SPSSx program was used to tabulate selected variables into categories and compute a chi—square statistic based on the differences between observed and expected frequencies. The expected frequencies were calculated from the Canada Census 1981 tables which, in some instances, had also been regrouped to suit the study's objective. The output produced by this procedure is also included in the Appendix H and a

detailed discussion will be presented in a subsequent section.

3.4 Content Analysis of Organizational Documents and the Analysis of Existing Data

The Universiade '83 Edmonton Corporation's departmental reports, minutes of meetings, notebooks, letters, memos, and other organizational documents were all used in this study as a supplemental source of data. The 1981 Census data published by the Government of Canada were also used in the analysis of the data collected during the survey. Both of these were used in this study as complementary sources. Content analysis of documents was intended to complement information gathered during the focussed interviews, whereas the analysis of existing statistics was meant as a comparative set of data for those data gathered through the telephone and mail survey.

Both content analysis of documents and the analysis of existing statistics are examples of what Webb et al. (1966) have referred to as unobstrusive measures. The quality of being unobstrusive is considered to be an advantage of content analysis (see Babbie, 1979:252 and Webb et al., 1966). It means that the analyst does not have any effect on that which is being studied, since the objects of analysis are all historical in nature, that is, they merely reflect or describe facts, past events, actions or emotions. Another great advantage of content analysis is its economy in terms of time and money. Unlike most research methods, content analysis can be undertaken by a single person in a relatively short period of time, depending, of course, on the accessibility of the documents or data to be studied. Content analysis is also a very safe method to use, in that it can easily be repeated in case something goes wrong. This is usually impossible to do with surveys, field research, or experiments due to cost, time and other considerations.

Content analysis and the analysis of existing data as research tools also have disadvantages. Content analysis is "limited to the examination of recorded communications. Such communications may be oral, written, or graphic, but they must be recorded in some fashion to permit analysis" (Babbie, 1979:252). As will be discussed later in this chapter, this

aspect of content analysis has, indeed, proven to be a disadvantage in this study. Likewise, most research which is based on the analysis of existing data, is also limited to what exists in terms of data. Often the data that is available is not exactly what the researcher needs. Frequently the measurements may not be altogether valid representations of the variables and concepts the researcher wants to draw conclusions about (ibid., p. 257). This often presents a problem of validity. Babbie (1979:252—3) presents an illustrated discussion on this topic. When, as in this study, the existing data to be analysed consists of census data, validity is obviously not so much a problem. At the most, data has to be recategorized or rearranged to suit the individual researcher's needs. Furthermore most of this adaptation can be prevented if the problem is anticipated in the early stages of research design. For example, one of the objectives of this study is to compare the socio—economic standing of the volunteer group surveyed with that of the Albertan, and Edmontonian population. This was kept in mind during questionnaire design and as a result the volunteers were categorized in the same income groups as those presented by Statistics Canada. This allowed for easy, straight comparison between the groups.

If, on one hand, validity is sometimes threatened in content analysis, the likelihood of reliability is strenghtened by the concreteness of materials studied. Unlike field research, for example, one can always code and recode in content analysis thus ensuring that coding is consistent. In terms of the analysis of existing statistics, Babbie (1979:259) states that the first protection against problems of reliability is awareness. "Investigating the nature of the data collection and tabulation may enable you to assess the nature and degree of unreliability so that you can judge its potential impact on your research interest" (ibid.). In terms of the census data analysed in this study, it is believed that reliability is not a problem. Unlike crime indices or number of drugs arrests, for example, both of which may be very succeptible to reliability problems (see Babbie, 1979:258—9), vital statistics published by Statistics Canada should not present major reliability problems since raw data is presented for interpretation and the source is obviously reliable.

3.4.1 The Selection of the Sample of Organizational Documents

The materials to be analysed during this study were collected from several sources. The major source of documents was the Archives of the City of Edmonton. This is where most artifacts[1] of the Universiade '83 Edmonton Corporation were sent after the Universiade '83 had ended. The shipment consisted of a large number of boxes containing files, reports, letters, memos and the like, individually numbered and coded according to a pre—established coding system developed by the Universiade's Archives Committee. The materials were boxed by department and a comprehensive list of contents was included with the shipment. The designed system was found to be very convenient and particularly the master list of the contents was most useful in locating relevant materials. The system, altogether, was considered to be very functional, except for the fact that the shipment received by the archive's personnel was incomplete. Unfortunately, part of the collection of organizational documents specific to the Corporation's Volunteer Department was among the material missing.

The method used to overcome this problem was to search through the files of all the other departments believed to have had some amount of interchange with the Volunteer Department. In this way most of the interdepartmental correspondence could be located. In terms of reports and other intradepartmental materials, most of these were collected with the help of the individuals being interviewed, as many of them had kept copies of the materials that they had handled.

The organizational documents were mainly used as a complementary method of gathering data; they were used to confirm information gathered through the interviews, such as dates, the sequence of events, individuals involved in certain actions and the like. Sometimes memos and letters could be used to clarify data, for example, in case the interviewee reported that a certain event had started around September or October, it was possible, with the help of minutes of meetings, to establish the exact date on which the event had started.

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[1] Babbie defines artifacts as those forms of evidence "left over after people have done what they were doing" (1979:233).

The monthly or semi—annual reports were used to monitor the development of the program as it was perceived at the time (i.e., before the Games). Some of the perceptions were found to have changed after the games, for example, at the time the report was presented, one may have felt strongly about a certain item but once the Games were over and the consequences of that decision could be evaluated the opinion about that decision changed.

In summary, organizational documents including minutes of meetings, letters, memos, reports and personal notes were used in this study as a method of gathering data supplemental to the focussed interviews. The main sources of such documents were the Archives of the City of Edmonton and the personal files of the individuals being interviewed.

3.4.2 The Selection of the Sample of Statistical Data

The statistical data used in this study was collected from the Government publications on the 1981 Census of Canada. Selected statistical tables were analysed and compared to the figures collected in the survey. The objective was to draw a profile of the biographic and demographic characteristics of the Universiade '83 volunteer comparatively to the Albertan, and Edmontonian population.

The statistical tables selected from the Census 1981 report are listed below:

a. population by five—year age groups and sex;
b. private households showing household income groups;
c. population by ethnic origin and sex;
d. population by religion and sex;
e. population by marital status and sex;
f. population 15 years and over by age groups and sex, showing highest level of schooling.

In some of the tables the statistics were regrouped to better suit the needs of this study, for example, the original ten religious categories reported in the Census statistics (Catholic,

Protestant, United Church, Anglican, Eastern Orthodox, Jewish, no religious preference, Eastern non—christian, other, total) were regrouped into six final groups (Anglican, Catholic, Protestant, United Church, no religious preference, and other) by adding columns of data. This was sometimes found to be a necessary practice as the volunteer's group did not always have representatives in all the categories or because they were severely underrepresented in one category or another.

3.4.3 Treatment and Analysis of the Data Gathered through Content Analysis of Organizational Documents and Other Material

All the relevant material which was collected was photocopied for further reference and the originals were returned to their owners. It was then arranged in chronological order following the same process as the transcribed information originated through the focussed interview. The contents of the documents were compared to those of the interviews during the analysis of the data. It is believed that this practice enhanced the quality of the data obtained through the interviews by ensuring the accuracy of the data. Furthermore, selected portions of the literature on volunteers and voluntary organizations were used during the analysis of the data, and a discussion is presented in Chapter 4.

4. RESULTS AND DISCUSSION

4.1 The World University Games and the Universiade '83 Edmonton Corporation

The World University Games movement has faced a number of international incidents in its 60 year history. Since they began, in a small way, during the Student Congress at Warsaw, Poland, in 1924 (Redmond and Brown, 1983:23), the World University Games have endured warfare, ideological differences and tensions, as well as times of economic difficulty. "World Games without nationalism are scarcely imaginable, and the student games certainly do not try to eliminate it, but they do try not to rub it in" (Byfield, 1983:S—6). Universiade's universal anthem, the traditional German student song with the universal Latin refrain "*gandeamus igitur juvenes dum sumus*"[9], played at every medal presentation in place of the athletes' national anthem, represents one step in the direction away from excessive nationalism and politics in international sports.

But if today Universiades are truly international sports festivals, that has not always been the case. The World University Games were initially held under the auspieces of the Confederation Internationale du Estudiants (C.I.E.), and later by two rival organizers of international student games: the Union Internationale Etudiants (U.I.E.) founded in 1946, and the Federation Internationale du Sport Universitaire (F.I.S.U.), organized in 1948 by western European educators. "Membership of the U.I.E. was almost exclusively from countries associated with the soviet bloc, while the leading countries of F.I.S.U. were Italy, Switzerland and Spain" (Redmond and Brown, 1983:20). It was not until 1959 when U.I.E. athletes also competed in F.I.S.U. organized games in Italy and until F.I.S.U. became recognized as the sole organizing body, that the Universiades grew in scope and prestige. The Games became international when, in 1963, they left Europe for the first time to be held in Porto Alegre, Brazil. In the last twenty years the World University Games were held on eight occasions in four continents, and "as with other international sports festivals, the Universiades prospered

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[9] translated: Let us rejoice therefore in the days of our youth.

and grew in size and also attained wide recognition... as the second largest global sports event, in terms of representation to the Olympics" (ibid., p. 38).

Edmonton, Alberta, Canada, host of the XII Universiade, was a turning—point in the history of the World University Games. The hosting of the World University Games in North America, for the first time in its 60—year history, proclaimed the broadening of the Games' influence and scope. The United States, which had been reluctant in recognizing the caliber of the Games and their true scope as the second largest international sports festival to the Olympics, was, during Universiade '83, exposed to massive media coverage of the event. "The Games received national coverage in both Canada and the U.S. via the CBC and CBS television networks and were fed to nine other countries including the Peoples' Republic of China" (Universiade '83 Edmonton Corporation, Pictorial Record, 1983:7). The following milestones, which were attained in Edmonton during the 1983 Games solidified their world presence and caliber:

a. thirty—three Universiade records in swimming and athletics,
b. first major multi—sport participation by China since the 1932 Olympics,
c. first World University Games held in Canada,
d. first women's marathon in a World University Games,
e. first cycling event in a World University Games,
f. largest television viewing audience in World University Games history,
g. largest cultural participation in World University Games's history (ibid.).

The Universiade, an event which many athletes consider the last stepping stone to the Summer Olympics, had finally been brought to North America. The possibility of Edmonton seeking a major games, such as Universiade, can be traced as far back as 1970 when Edmonton successfully hosted the World Wrestling Championships. The 1978 Commonwealth Games heightened debates about other major events, and after years of discussion between Edmonton City administrators, members of the University of Alberta, and the Canadian Interuniversity Athletic Union (C.I.A.U.) led by president Ed Zemrau (who also served as Chairman of

Athletics at the University of Alberta), the first formal step towards a bid for the Games was taken in 1979. C.I.A.U. member universities were invited to prepare submissions of interest for the 1981, 1983 and 1985 Games. Seven universities replied and soon the choice was limited to the University of Montreal and the University of Alberta. "It was at that point Mr. Zemrau sought and received the endorsement of University President Dr. Myer Horowitz and Edmonton Mayor Cec Purves to pursue the C.I.A.U.'s request for a formal submission. ... The bid received the blessing of the City Council on November 14, 1979, and the funding approval by the Province of Alberta was secured on January 9, 1980. City Council gave its financial support two days later and on January 18, 1980, the C.I.A.U. endorsed Edmonton's bid." (ibid., p. 8). Edmonton was unanimouly endorsed as host city for the 1983 World University Games at the F.I.S.U. meeting in Rome in October 1980. Thus the Universiade '83 Edmonton Corporation was born.

The processes described in the paragraph above constitute what Kimberly and Miles (1980) referred to as the "inception" of an organization, in this case, the beginning of Universiade '83 Edmonton Corporation. In this context, "inception" has been reviewed as being the first of three phases in the "creation" process of organizations: (a) inception, (b) planning, and (c) implementation, while the processes preceeding the inception phase are referred to as the organization's prehistory. Although others (e.g., Van de Ven, 1980) have included a fourth phase in the "creation" process, i.e., institutionalization, both Kimberly (1980) and Miles and Randolph (1980) referred to this phase as "early development". In this study the latter terminology will be used.

It is difficult to make a distinction as to where "organizational history" ends to become "organizational creation". In fact, the drawing of boundaries around the organization too firmly, in addition to having been recommended against by Miles (1980b), represents no real advantage to this study. The second and third phases in the creation of Universiade '83 Edmonton Corporation, i.e., planning and implementation are described below.

The organization was to center on a Board of Governors representing the interests of three groups, namely the city, the university and the public—at—large. The day—to—day operation of the Games would be the responsibility of a hired president. The composition of the Universiade '83 Edmonton Corporation is best described in the organization's own publication, the Universiade '83 Pictorial Record, as follows: The

> appointments were made by a steering committee representing the city and the University. Jim Hole, Larry Kelly and Don Sprague were selected to represent the interests of the public. John Schlosser, Max Berretti and Dr. Herb McLachlin were appointed to represent the university while Alex Fallow, Hon. Tevie Miller and Doreen Ryan were appointed to represent the City of Edmonton. Dr. Horowitz and Mayor Purves were also appointed as ex—officio members of the Board. Mr. Fallow was elected chairman of the board which in turn hired Mr. Zemrau to be President of the Organizing Committee. The board of governors voted to increase its membership to 14 persons and added Marg Andrekson, Art Clough, Ted Allan and Erskine Williams from the public sector. The board then structured a management committee to oversee the operation of seven working divisions. The committee comprised seven vice—presidents in charge of Administration, Special Events, Venues, Accommodation, Sports, Communications and Revenues along with liaison representation from the City, University, C.I.A.U. Provincial and Federal governments (ibid., p. 8—9).

The figure 4.1 depicts an organizational chart of Universiade '83 Edmonton Corporation, summarizing the above paragraph.

The Universiade '83 Corporation's top administrative levels were characterized by being a domain dominated by males. With the exception of perhaps the Volunteer Department, where women in top positions outnumbered men 5 to 1, other top management offices were predominantly held by men. This is a characteristic of most organizations which has been extensively described by many researchers. The difficulties encountered by women wishing to rise to top positions in organizations are many, as discussed earlier in Chapter 2. It has also been noted that voluntary sport organizations' executives are no exception with respect to being male dominated. Studies by Bratton (1970), Beamish (1978, 1985), Hollands and Gruneau (1979), Slack (1979, 1983b), and Theberge (1980), have all studied the executive structure of voluntary sport organizations and all have found a significantly higher percentage of men than women involved in this type of activity.

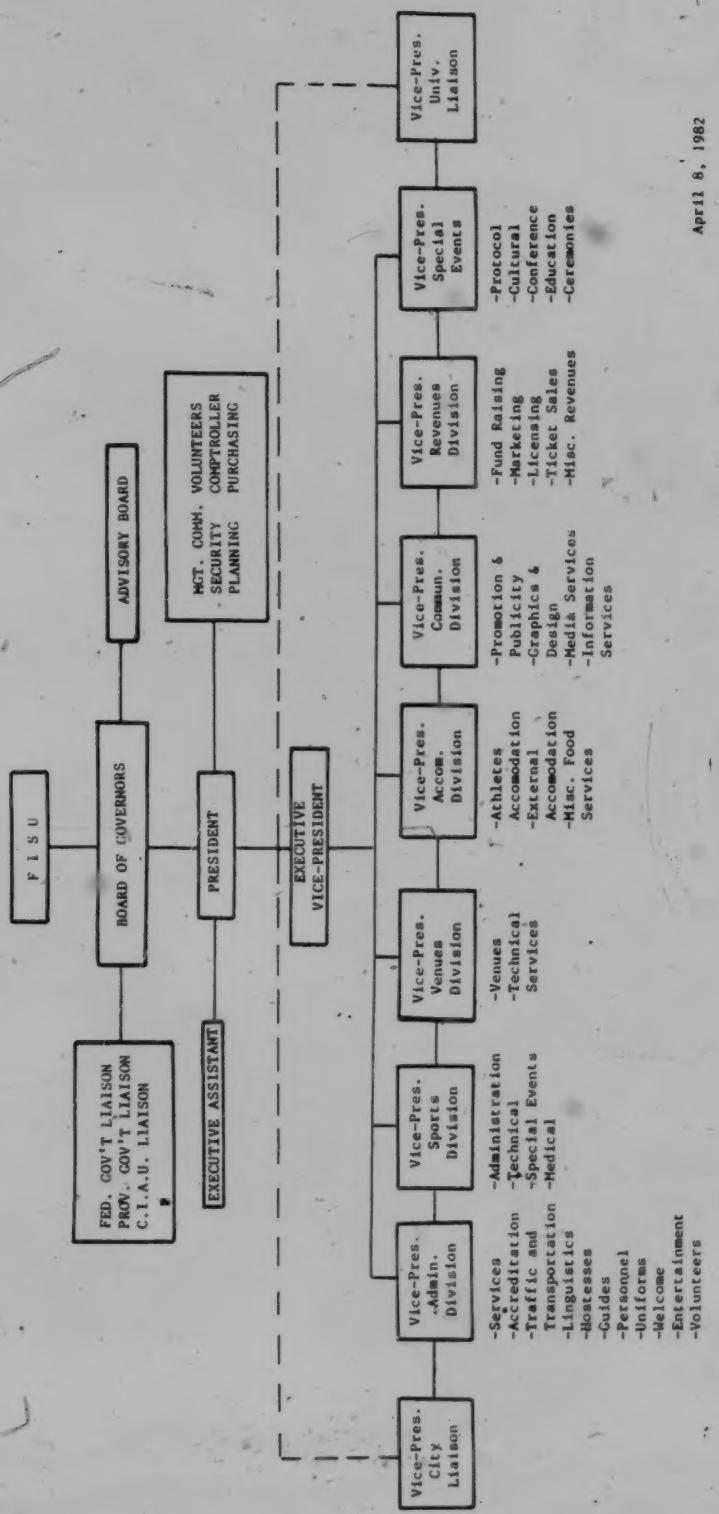

Figure 4.1 Universiade '83 Edmonton Corporation — Organizational Chart

Slack (1983b) has discussed the gender inequalities in voluntary organizations in terms of structural constraints that operate within the organization and prevent proportionate female participation. The frequent problems encountered by women in corporate organizations and voluntary sport organizations as discussed by Slack (1983b), are (a) sextyping of positions, (b) the ability of men to obtain helpful prerequisite skills through their work in the labour force, (c) the existence of a mentor/protege system, and (d) access to resources. Although it was beyond the scope of this study to determine why this situation existed in the Universiade '83 Corporation, it is feasible to suggest that the same structural constraints that prevent women becoming top level executives in voluntary sport organizations and in profit making organizations, also prevented them becoming top level executives in the Universiade '83 Corporation. The distribution of the genders within the Corporation serves to illustrate this fact. While men held the vast majority of the administrative and top management positions, women tended to be enrolled in secretarial tasks, in canvassing, and in the operationalization of programs.

The description of the Board of the Universiade '83 Corporation presented earlier, clearly shows that the Corporation was characterized by a highly structured, mechanistic, bureaucratic organizational structure. This comes as no surprise since hierarchical organizations are known to be the most appropriate type of structure for efficient functioning in stable, "predictable" environments (see Tosi and Carroll, 1976; Aldrich, 1979; Miles, 1980a; Hall, 1982).

The Universiade '83 Corporation's environment, in comparison with that of other major corporations, was characterized by high levels of predictability. It can be classified as what Tosi and Carroll (1976) have termed the "stable environment" inasmuch as changes in it were relatively small and they referred to changes in "size" rather than in "kind". The Corporation's environment was, comparatively, almost totally deprived of competitors. There was not, anywhere in the environment, another organization attempting to stage a better, less expensive Universiade '83, for example. Some of the major sources of funding for the Games

had been ensured from the onset, thus reducing uncertainty even more. To a lesser degree, there may have been competition in the Corporation's environment for other corporations' support, but the visibility the Games would bring, along with other, perhaps more humane, reasons for donating resources, biased the competition for resources to the benefit of the Universiade '83 Corporation. Competition for people's time (i.e., volunteers) was also a battle to be almost certainly won by Universiade '83, due to the uniqueness of the situation (which tends to attract people) and the characteristics of the population of Edmonton established as being highly community minded. This is not to say that the Corporation did not have to plan, lobby, and work hard to attain its goals, but rather it suggests that in such a stable and predictable environment a bureaucratic structure would most efficiently allow the Corporation to attain its goals.

Using Hall's (1982) approach to the study of organizational environments, a distinction can be made between the organization's "specific" and "general" environments. Briefly, the elements in the Universiade '83 Corporation's specific environment, i.e., those elements which constituted the Corporation's organization—set, varied in kind and in size. Examples are such organizations as the federal, provincial, and municipal governments, the University of Alberta, a number of universities across the country, a number of local and regional private corporations such as Safeway, schools, and sports associations.

The Corporation's general environment, where Hall (1982) differentiated between seven dimensions, can be discussed in terms of its content. The first dimension identified by Hall (1982) is referred to as "technological conditions". This set of conditions reflected itself in a wide range of activities such as, new ideas, new methods, new techniquees, new materials, etc.. All of these were inherent in the day—to—day operations of the Corporation's activities, and included, for example, innovative approaches used in fundraising, in recruiting volunteers, in building and/or upgrading of facilities, and not least, the management and administration of a staff almost entirely comprised of volunteers.

Hall's second set of conditions, the legal conditions, reflected itself mainly in the form of "internal laws" to Universiade Games, i.e., regulations which are inherent in international sports, in this case, regulations set by F.I.S.U.. Other legal conditions, for example organizational operating conditions set by the Government, also affected the Universiade '83 Corporation.

The third set of conditions, the political conditions, represented an important set for the Universiade '83 Corporation inasmuch as approximately two—thirds of the funding for the Games was provided by the three levels of government. The selection of Edmonton as the site of the Games was also primarily a political decision. In addition, there existed the international political environment which had a bearing on the decision to select Canada as the hosting country of the Games. The fact that Canada had boycotted the Moscow Olympics was seriously considered during the process of the selection of the Games' site. A combination of conditions such as a nation's political and economical stability in association with the state of diplomatic relations of its representatives have tremenduous implications on organizations such as the Universiade '83 Edmonton Corporation.

Economic conditions are perhaps some of the most obvious conditions affecting organizations. In the case of Universiade '83, the importance of economic conditions was felt both when budget was being prepared and administered, as well as when cutbacks in those areas of the organization considered least important occurred. Fuctuating economic conditions also affected the Universiade '83 Corporation since contributors had more or less time and income available.

The last three conditions identified by Hall are of the demographic, the ecological, and the cultural kind. All of these are known to have influenced the Universiade '83 Corporation both during its period of operation in Edmonton as well as before that time, i.e., being contributing factors leading to the decision to stage the Games in Edmonton. The demographic conditions, i.e., the number of people, their sex and age distribution, their socioeconomic standing in society, are, in part, what helped in determining the success level of the Games, and

specifically of the Volunteer Program, since the nearly 19,000 volunteers who helped to stage the Games were to be recruited mainly from the local and regional population. These individuals' biographic and demographic characteristics were, in part, what qualified this group of volunteers to be as responsive as they were, and this resulted in the successful outcome of the Universiade '83 volunteer program. Individuals who possessed the characteristics known to be associated with "average volunteers" were available in sufficient numbers in Edmonton and Alberta. The necessary number of "potential volunteers" may not have been available in other, poorer, less developed, cities of the world, for example. The fact that the population of Edmonton and Alberta ranks comparatively high on social scales, having attained relatively high levels of schooling, having high incomes, and possessing considerable cultural heritage, made them almost an ideal hosting population for an event which would require many thousands of volunteers.

The hosting of one of the most significant events in the sporting history of Canada, the Universiade '83, was possible due to contributions of cash, equipment, goods, services and, not least, endless hours of volunteered time. The three levels of government — municipal, provincial and federal — were ready to contribute approximately $20 million towards the staging of the 1983 Games. The Corporation would raise some $13 million through ticket sales, merchandizing and fund raising, to meet its approved operating budget of $33,788,000 (Final Report of the Universiade '83 Edmonton Corporation's Organizing Committee to the Boards of Directors of C.I.A.U., 1983:11). An extraordinary assortment of fundraising projects were implemented, the logo of Universiade '83 was franchised to 49 companies, however the largest single revenue source was to be the sale of tickets, expected to raise approximately $5.5 million.

There were many ancillary benefits. Canada's athletes won international recognition with their performances in Edmonton, the Games opened the doors to a large number of sports and cultural exchanges and, at a time of economic downturn, the Games generated considerable spending in the business community in Edmonton and throughout the Province (Universiade '83 Edmonton Corporation, Pictorial Record, 1983:7). As with every major government

backed sport event, there were also many direct benefits associated with the Games. Universiade '83 left a legacy of new and improved sports facilities throughout the City, which can be added up to approximately $42 million. Among the most impressive are the 10 thousand—seat all—purpose Universiade Pavilion, an outdoor tennis center, new housing facilities for students, all of which are now part of the University of Alberta, a major expansion of the Commonwealth Stadium to 61 thousand seats, plus the addition of a $2,000,000 scoreboard, as well as numerous improvements to international standards, made on facilities around the city such as the Kinsmen Aquatic Center, the Argyll Velodrome and various high school gymnasia.

While a number of facilities have been built and/or upgraded for the staging of the Games, and left subsequently, as a legacy for the Edmonton community, one can also criticize the fact that a great part of the public money has been used to support professional sport (e.g., Commonwealth Stadium). The use of events such as the Universiade '83 Games as steps to individuals' personal advantage, for example, for individuals' political gain, often put the public's best interest in jeopardy. While it was beyond the scope of this study to analyse this problem in further detail it is nevertheless a consideration which is worth mentioning.

By most standards of measurement the 1983 World University Games are considered to have been a success. They were attended by 87 nations, 6,311 athletes, 1,044 team officials, and 2,565 cultural participants (Final Report of the Universiade '83 Edmonton Corporation's Organizing Committee to the Board of Directors of C.I.A.U., 1983:5). The staff of 196 persons and 19,000 volunteers responded overwhelmingly and with extreme dedication to the challenge of "welcoming the World" (Final Report of the Universiade '83 Edmonton Corporation's Organizing Committee to the Executive Committee of F.I.S.U., 1983:9).

4.2 The Universiade '83 Volunteer Department and the Volunteer Program

As discussed earlier, the Universiade '83 Edmonton Corporation was an organization created to reach a very specific goal: the successful staging of the XII Universiade. This characteristic, of being an organization of a short life span, associated with the need of the organization to observe a series of specific rules and regulations regarding international sports and specifically Universiade Games, had a tremendous effect on the Corporation's organizational structure, on its mode of operation and also on a number of its contingencies. Although this study focussed on the Volunteer Department as a subgroup within the Universiade '83 Corporation, a number of these variables pertaining to the global organization are worthy of consideration, since they have, in one way or another, influenced and partly determined the Volunteer Department's operations.

Organizational contingencies, such as the size of the organization, for example, had a major impact on the Volunteer Department's operations. As will be discussed in greater detail in a later section, one of the critical problems which resulted from that contingency was the obstacles it posed to an effective organizational communication system. In addition, contrary to most long—term corporations, the Universiade '83 Corporation faced a number of problems associated with its dissolution. An example is the fact that after the climax of its existence was passed, very little or no motivation was left for its mostly voluntary staff to complete wrap—up activities such as final evaluations, reports and the like. This kind of information would be most helpful material for organizers of future events similar to these Games. Apparently this is a problem which is commonly encountered in organizations of this nature and is a reflection of the "let down" experienced by participants who have worked hard to achieve a clear goal and, having done so, are hard pressed to generate the necessary enthusiasm to complete the non—goal oriented paper work.

Finally, a third major determinant of the Corporation's mode of operation, which is, perhaps, equally as unavoidable in organizations of this nature as the two variables already mentioned (i.e., size of organization and short life span), is the fact that there is a number of

rules and regulations which have to be carefully observed by the Corporation throughout its existence. The most obvious example of these concerns the safety of the international athletes and officials. As a consequence of earlier acts of terrorism these rules reflect internationally accepted standards of security which must be observed by organizations of this kind. To successfully operate under these conditions a relatively rigid, hierarchical, bureaucratic organizational structure was needed.

The Universiade '83 Volunteer Department operated as a subunit of this highly structured organization. It was created in November, 1981, with the appointment, by the president's office, of Mrs. Frances Olson as the chairperson. As indicated in Figure 4.1 the Volunteer Department was to report directly to the president without having to go through any other office or the executive committe, reflecting the priority which had been attributed to this Department. Organizational theorists commonly agree that there is a positive correlation between the level a unit occupies in the organization and the amount of authority it has. Perrow (1979:81) notes that "a plain fact about organizations is that the people at the top have a lot more authority than those at the bottom".

The Volunteer Department's role was: (a) "to co—ordinate and lend support to all divisions in the corporation involved in recruiting and training volunteers for a specific games—time responsibility", and (b) "to develop and recommend to all departments policies and procedures to organize volunteers in an efficient, consistent and sensitive manner". (Final Report of the Volunteer Department to the Organizing Committee of Universiade '83 Edmonton Corporation, 1983:1). In January 1982 an Assistant to the chairman, Volunteer Department, was hired and became responsible for many of the operational aspects of the volunteer program. Four months later, in April, 1982, it was established that four committees would be created to co—ordinate specific areas of the program, as follows: the Volunteer Recruitment, Volunteer Orientation, Volunteer Training, and Volunteer Information Service Committees. The organizational structure of the Volunteer Department is graphically represented in the Figure 4.2. The individuals to chair these committees were selected and

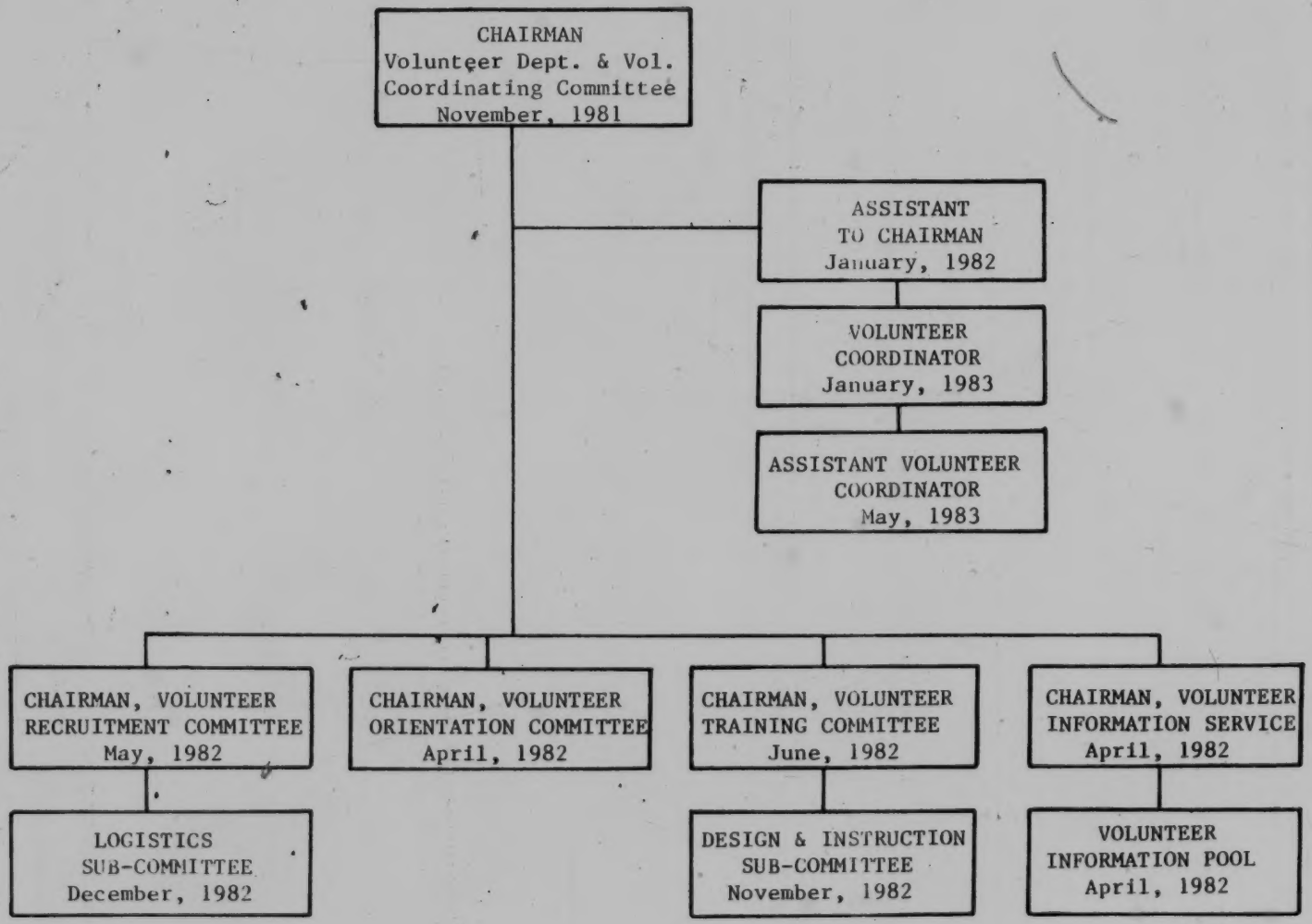

Figure 4.2 Universiade '83 Volunteer Department — Organizational Chart

recruited by F. Olson, all of them assuming volunteer positions. The Volunteer Department was primarily comprised of volunteer workers and embodied only four hired staff, namely the Assistant to the Chairman, Volunteer Co—ordinating Committee; the Volunteer Co—ordinator; the Assistant Volunteer Co—ordinator; and a secretary.

The Department's top level positions were staffed by a majority of women. This is in contrast with that which was observed at the highest corporate levels, where men held the vast majority of the executive positions. The literature on gender inequalities in organizations provides a number of possible explanations for why this distribution of the genders may have occurred within the Universiade '83 Corporation. Some of these refer to (a) the fact that women are influenced by patterns of expectation about their behaviour (Slater, 1960), (b) sextyping of occupations (Kanter, 1977), (c) the existence of a mentor/protege system, and (d) access to resources (Slack, 1983b). The positions available within the Volunteer Department were generally "open" to women because of a number of factors: (a) the tasks were often tied to women's traditional role (e.g., recruiting volunteers on a one—to—one basis requires social skills which women are usually encouraged to have), (b) the recruiter of the committe members (i.e., the chairperson) was a woman (in the mentor/protege system a woman is more likely to be recruited into a system by another woman than by a man), (c) women did not have the access to the resources necessary to work at higher levels (e.g., resources such a political and/or business contacts, which would help them acquire higher positions within the organization), but had sufficient resources to be effective at this organizational level (e.g., they had some experience with working with people; they frequently had high socioeconomic status which tends to bring with it certain political privileges and also enables the person to invest time and their own resources in the cause).

The first of the four committees within the Volunteer Department to become active was the Volunteer Information Service Committee, which opened its telephone lines to the general public on April 21, 1982. Its mandate was to provide information on all aspects of the program and on the World University Games to the volunteers and the public, on behalf of the

corporation. It was the responsibility of the chairman of this committee to recruit, train and schedule all volunteer personnel to operate the Volunteer Information Center. Its role grew from the original mandate to encompass all data base handling and filing, as will be outlined later in this chapter.

The chairmen of the Orientation, Recruitment, and Training Committees were recruited on April 15, May 1, and June 18, 1982 respectively. Between the time of their recruitment and September, 1982, the three chairmen above worked with the chairman, Volunteer Co—ordinating Committee, to develop and define the parameters, direction, and objectives of the committees and also their organizational structure. The Corporate Overview Report #7 registered this step in the process as follows: "Due to changes in direction and timing, the entire volunteer network will be modified to account for the committees being generated to handle specific areas" (July 9, 1982:4). The following Corporate Overview Report (#8) reflected the continuous maturing of the department: "Information regarding the development of a recruitment committee and an orientation committee is expected. When parameters have been established, networks will be drawn" (August 5, 1982:5).

Finally, in September, 1982, the committees began recruiting their own volunteers and thus they were officially formed on September 10, 1982. In the next Corporate Overview Report it was recorded that in the Volunteer Department "three committees have been formed: 1) Orientation Committee, 2) Training Committee, 3) Recruitment Committee. Terms of reference for each committee are expected by October 1, 1982." (September 10, 1982:11, file C1.1/3). During the following month the terms of reference for the three committees were established, and a volunteer game plan schedule (see Figure 4.3), as it was called, were drawn up. The volunteer game plan was put together by the Volunteer Co—ordinating Committee, Accreditation Department and Uniforming Personnel, facilitated by B. Smith from 'The Status Group of Edmonton'. The plan was then handed over to the corporation's Planning Department were the information was entered into the computer. Later in this chapter, the Planning Department's role with respect to the Volunteer Department will be discussed in

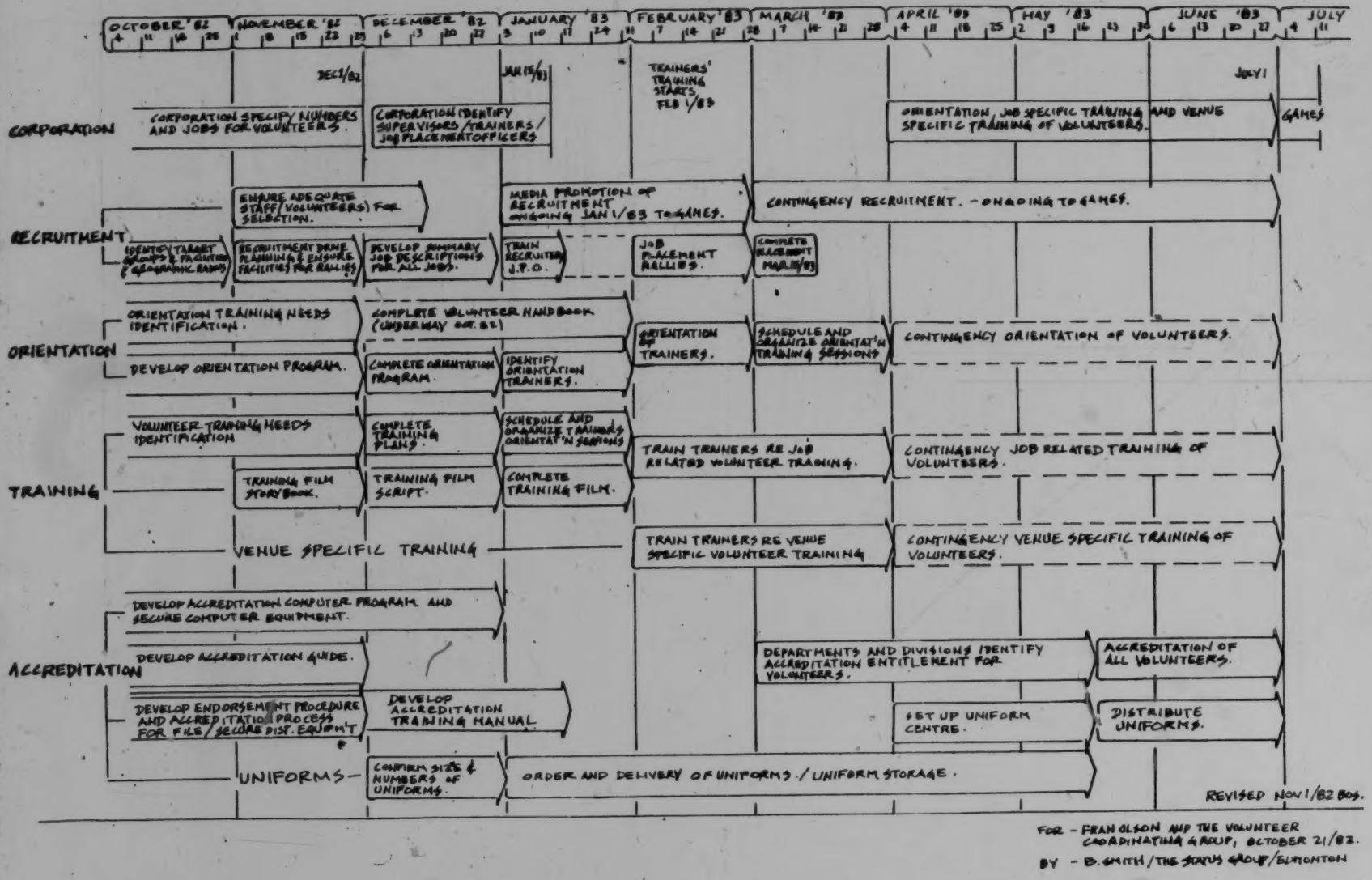
OCTOBER '82
NOVEMBER '82
DECEMBER '82
JANUARY '83
FEBRUARY '83
MARCH '83
APRIL '83
MAY '83
JUNE '83
JULY
DEC1/82
JULY1
TRAINERS' TRAINING STARTS FEB 1/83
CORPORATION
CORPORATION SPECIFY NUMBERS AND JOBS FOR VOLUNTEERS.
CORPORATION IDENTIFY SUPERVISORS/TRAINERS/ JOB PLACEMENT OFFICERS
ORIENTATION, JOB SPECIFIC TRAINING AND VENUE SPECIFIC TRAINING OF VOLUNTEERS.
GAMES
RECRUITMENT
ENSURE ADEQUATE STAFF (VOLUNTEERS) FOR SELECTION.
MEDIA PROMOTION OF RECRUITMENT ONGOING JAN 1/83 TO GAMES.
CONTINGENCY RECRUITMENT. - ONGOING TO GAMES.
IDENTIFY TARGET GROUPS & FACILITIES & GEOGRAPHIC AREAS
RECRUITMENT DRIVE PLANNING & ENSURE FACILITIES FOR RALLIES
DEVELOP SUMMARY JOB DESCRIPTIONS FOR ALL JOBS.
TRAIN RECRUITERS J.P.O.
JOB PLACEMENT RALLIES.
COMPLETE PLACEMENT MARCH/83
ORIENTATION
ORIENTATION TRAINING NEEDS IDENTIFICATION.
COMPLETE VOLUNTEER HANDBOOK (UNDERWAY OCT. 82)
DEVELOP ORIENTATION PROGRAM.
COMPLETE ORIENTATION PROGRAM.
IDENTIFY ORIENTATION TRAINERS.
ORIENTATION OF TRAINERS.
SCHEDULE AND ORGANIZE ORIENTAT'N TRAINING SESSIONS
CONTINGENCY ORIENTATION OF VOLUNTEERS.
TRAINING
VOLUNTEER TRAINING NEEDS IDENTIFICATION
COMPLETE TRAINING PLANS.
SCHEDULE AND ORGANIZE TRAINERS ORIENTAT'N SESSIONS
TRAIN TRAINERS RE JOB RELATED VOLUNTEER TRAINING.
CONTINGENCY JOB RELATED TRAINING OF VOLUNTEERS.
TRAINING FILM STORYBOARD.
TRAINING FILM SCRIPT.
COMPLETE TRAINING FILM.
VENUE SPECIFIC TRAINING
TRAIN TRAINERS RE VENUE SPECIFIC VOLUNTEER TRAINING
CONTINGENCY VENUE SPECIFIC TRAINING OF VOLUNTEERS.
ACCREDITATION
DEVELOP ACCREDITATION COMPUTER PROGRAM AND SECURE COMPUTER EQUIPMENT.
DEVELOP ACCREDITATION GUIDE.
DEPARTMENTS AND DIVISIONS IDENTIFY ACCREDITATION ENTITLEMENT FOR VOLUNTEERS.
ACCREDITATION OF ALL VOLUNTEERS.
DEVELOP ENDORSEMENT PROCEDURE AND ACCREDITATION PROCESS FOR F/S/ SECURE DIST. EQUIPM'T
DEVELOP ACCREDITATION TRAINING MANUAL
SET UP UNIFORM CENTRE.
DISTRIBUTE UNIFORMS.
UNIFORMS
CONFIRM SIZES & NUMBERS OF UNIFORMS.
ORDER AND DELIVERY OF UNIFORMS / UNIFORM STORAGE.
REVISED NOV 1/82 BOS.
FOR - FRAN OLSON AND THE VOLUNTEER COORDINATING GROUP, OCTOBER 21/82.
BY - B. SMITH / THE STATUS GROUP / EDMONTON

Figure 4.3 Volunteer Department's Game Plan

greater detail.

In November, 1982, the volunteer recruitment plan was developed. Facilities and materials for the recruitment rallies had to be estimated, booked and prepared. Also adequate staff (volunteers) for the registration of new incoming volunteers had to be ensured. At the same time, the Orientation and Training Committees worked on identifying needs and on the development of their programs. A Volunteer Co—ordinator joined the Volunteer Department when she was hired in January 1983. Her function and responsibilities were mainly related to the handling of the data base forms and other tasks on the information desk. Along with the hiring of the Volunteer Co—ordinator came centralization of the data base forms. The system which had been in use up to that point was changed and data base forms were upgraded to become easier to handle and more functional in the overall operation of the unit. Through the interviews conducted in this study it became clear that the changes and adaptations of the data base system were viewed as necessary and positive by those in upper organizational levels while they were taken as a lack of organization and resolution by those in lower levels. An example of some of these opposing comments are: "We were constantly changing and adapting. The people who worked here had to be very flexible. They were marvellous", and "They kept changing the system on me. I spend a lot of time re—doing jobs because the system was always changing; they would go from manual to computer to word processing instead of just going on to a system that they felt was right from the beginning". Another person said "they decided to centralize everything in the Volunteer Department and changed the forms. This caused confusion and we lost many volunteers that way because we lost many forms — it was really inefficient". At this point it is difficult, of course, to judge whether the system should or should not have been changed in the Volunteer Department for maximum efficiency. It is apparent, however, that very little pre—planning had taken place for the implementation of the data base system and consequently the system operated on a trial—and—error basis. Another factor that may have influenced or even caused this "constant changing" was the alleged lack of support that the Volunteer Department received from the Planning Department. It was

suggested during interviews that the corporation's Planning Department lacked a professional planner on its staff; someone to offer guidance and support to the committees in the Volunteer Department. One example that serves to illustrate this is the fact mentioned earlier that the Volunteer Co—ordinating Committee found itself forced to go outside the corporation to seek help with the production of its game plan. It was the chairman's professional background and experience that lead her to seek 'The Status Group of Edmonton' for professional planning help.

From the Volunteer Department's point of view the Planning Department's inefficiency with respect to providing "planning" and "guidance" to the Department and committees was greatly responsible for a number of the problems faced by the Department, including the initial inefficiency of the data base system. From a corporate point of view, however, the Planning Department's role was never meant to be as extensive as to provide guidance to all the committees at lower corporate levels. Committees were to be self—sufficient in most areas, in that they would recruit their own voluntary staff and that activities would run at a relatively low cost to the Corporation. Another reason for the centralization of the data base forms in the Volunteer Department was the need for accessibility to them for day—to—day consultation and general reference. Fast and easy access to the forms was essential for the Volunteer Department's personnel and it was apparently difficult to achieve this before centralization.

It was also suggested during interviews that the lack of proper planning resulted in a shortage of funds in the Planning Department for the production and printing of daily or biweekly computer print—outs on the status of volunteers. Consultation with a member of the Universiade '83 Board of Governors revealed that this aspect of the computerized data base system, i.e., the advantage its use could provide to groups such as the Volunteer Department, was not fully envisioned at the time of budgetary planning. Apparently the data base system was instituted primarily for security purposes, but the ancillary operational benefits it could bring were overlooked. Consequently, the Volunteer Department was entitled to only one

print—out per week due to the high cost of computer time and printing. This shortfall in information flow highlighted the importance of having the data base forms readily accessible for manual retrieval, since a computerized update could only be obtained once a week. These two factors, the lack of a planning professional on staff and the lack of appropriate funding for that aspect of the program, resulted in the Planning Department being of little support to the Volunteer Department. It appears that the benefits received by the Volunteer Department from the Planning Department were confined to a weekly report on the status of volunteers on file with the Corporation.

4.2.1 Volunteer Recruitment

The first of the four major processes concerning volunteers was their recruitment, which was followed by placement, orientation, and training. The recruitment of volunteers was an activity which took place over an extended period of time and throughout all levels of the Corporation. A number of techniques was used to recruit individuals to the Corporation. Examples of the different strategies included (a) incentives provided to individuals interested in volunteering via their unions, the University of Alberta and the City of Edmonton (lobbied for by the Corporation's top executives), (b) language departments throughout the country were contacted and invited to provide volunteers with linguistic abilities, (c) sports associations were invited to provide volunteer officials and/or individuals with technical expertise in the sports which would be represented during Universiade '83, (d) major corporations were asked for donations of their employees' time (as well as financial support) via incentives which could be provided to their employees. A large number of individuals are believed to have been attracted to the Corporation as a consequence of this campaign.

In addition to these recruitment strategies the Volunteer Department's Recruitment Committee was responsible for organizing a recruitment campaign designed to inform, recruit, and register a large number of volunteers over a relatively limited period of time. The Volunteer Recruitment Committee was born on May 1, 1982, with the recruitment of committee chairman

Jacquie Grant by the chairman, Volunteer Department. Other committee members were recruited by Grant, and the Recruitment Committee was officially formed on September 10, 1982. It was formed primarily by people from "personnel" and "public relations" backgrounds. Experience in both of these areas was considered essential for the efficient running of an operation that would involve such a large number of people.

Initially, it was necessary to establish what the needs of the Corporation were, what jobs, and how many jobs were available. The importance of this step in the process is repeadedly outlined in the literature (Naylor, 1967; Wilson, 1976; Nicholls, 1977; Haycock, 1979; Campbell, 1982; Slack and Campbell, 1982; Government of Canada, 1983a). Wilson (1976:102) characterized the importance of job designing and job descriptions as follows: "recruiting before designing jobs is rather like trying to dance before the music begins. The possibility of ending up out of step is very good indeed". Despite its importance the process of collecting the job descriptions for the Universiade '83 recruitment campaign was not without disruptions. It proved to be a difficult task to convince the divisions to define their needs at that point (September 1982), as "it was much too soon from their perspective but not too soon from ours", reported J. Grant. F. Olson endorsed this by saying "it was like pulling teeth to get these job descriptions done... they had so many other priorities at that point...".

Between September and December, 1982, when the committee eventually received a list of most areas in which volunteers would be required, some healthy conflict between the committee and the divisions developed resulting in the idea of recruitment rallies. It centered around the fact that some divisions indicated that "they wanted to pick their own volunteers", and this originated the idea of having the committee recruit the people while the divisions would decide whether or not a given individual was suitable. It had been decided by the Volunteer Co—ordinating Committee that the recruitment of volunteers should be done on an "as close to one—to—one basis" as possible. An attempt would be made to have a recruitment campaign that was significantly more personal than the one used during the 1978 Commonwealth Games, within the restriction set by budgetary availability and the size of the

staff, which was relatively small.

The Recruitment Committee's planning period resumed on January 13, 1983, when a major and final meeting of the committees and divisions took place. At that point, instructional packages for distribution to the divisions had been developed and were ready to go. This 12 page package contained guidelines to be followed during the process of recruiting, selecting, and screening the volunteer. A number of handouts were also distributed to the so called "job assignment officers" containing information such as (a) a generic interview/screening guide, (b) guide for mini—interview, (c) questions you may be asked, (d) data form procedure, (e) schedule. The job assignment officers were individuals who had been identified by their respective divisions. Each division had been asked to assemble what they determined was an adequate number of assignment officers to staff their divisional/departmental stations during the formal recruitment campaign period. They were to be mature and patient, trained corporation staff.

A week prior to the first rally the Recruitment Committee held a seminar to which all the individuals who would be representing the divisions were invited. The objective was to provide these individuals with an overview of some principles of "interviewing on the spot", avoiding discrimination, observing human rights, and so on. The fact that this seminar was not well attended was pointed out in the majority of the interviews. The chairman of the Recruitment Committee expressed her view as follows:

> We held the seminar... It was not that well attended. But then,... I found there was far less meeting and cooperation than I was confortable with. But we had to go with what we had. (Grant, 1984).

The relationship between the Recruitment Committee and the divisions was characterized by a number of conflict situations, some of which have already been discussed. The existence of antecedent conditions of conflict, and the inevitable consequence of interunit conflict, were reflected, for example, in the poor attendance of division personnel at the seminar offered by the Recruitment Committee. Two of the eight antecedent conditions or bases of conflict outlined in the literature can be identified in the Volunteer Department's

processes. These are (1) task interdependencies, and (2) jurisdictional ambiguities.

Task interdependencies refers to the extent to which two or more units depend on one another for assistance, information, compliance, feedback, and other acts (Miles, 1980a:131). This antecedent condition of conflict was highly prevalent between the Recruitment Committee and divisions of the Corporation resulting in relatively high potential for interunit conflict. The committee depended on the division personnel to provide the information required to develop the job descriptions etc.. The divisions in turn depended on the committee to recruit the necessary number of volunteers. The relationship between these units was one in which constant assistance, sharing of information, and feedback was desirable. In general, however, the interviews suggested that this relationship was not as productive as it could or should have been. The comments by Grant serve as an example of this: "[If I was to do it again] I would like to see more coordination, more communication, more cooperation, but in reality I don't think that there would be any difference".

This antecedent condition of conflict was somewhat intensified by a degree of ambiguity in the definition of the domain of unit work responsibilities. Such *jurisdictional ambiguity* encouraged dissatisfied units to engage in offensive acts, inducing other units to engage in defensive maneuvres. Furthermore, "ambiguity regarding the appropriate means for accomplishing specified ends may also encourage interunit conflict" (Miles, 1980a:134). This situation could be identified in the process of defining a recruitment strategy for the 1983 Games.

As described by the Recruitment Committee chairperson, ambiguities existed as to who would recruit and select the volunteers. Both, the Committee and the divisions, seemed to believe it was their own responsibility or right to do so, as this comment by Grant shows:

> Of course there was some conflict with those divisions who decided they were going to do their own recruitment because they wanted to pick their volunteers. So I was constantly asking myself: What is it that I am trying to do? So we decided that we were going to recruit the individuals and let the divisions decide whether or not they were suitable. That was when we decided on rallies: we get the people in and you do the selection and the screening.

By the January 13 meeting, the Recruitment Committee had assisted in the production of a film which would be exibited to the volunteers, had identified and booked the facility needs for the rallies, and an advertising campaign had been operationalized in conjunction with the Promotion and Publicity Division to advertize the rallies. The promotion of volunteer recruitment would be an ongoing process between January and July 1983.

The recruitment rallies were scheduled to start in February 1983. A person was recruited by committee chairman Grant to be responsible for the logistics of the recruitment rallies. Thus, it was established that there would be six rallies which would be spread out in the city, one of the rallies being an "out—of—town" campaign held in Spruce Grove. This "out—of—town" rally, besides having been very successful in terms of recruiting volunteers, triggered a wider community involvement in the sense that Spruce Grove became involved as a community by sponsoring a team, donating funds and by contributing in a number of ways. All other rallies were held in strategic locations throughout the city of Edmonton and also in different hours during the day to suit the potential volunteers' needs (e.g., it was found that some rallies should be held between 5 p. m. and 9 p. m. so that people could stop at them on their way home from work).

The format of the recruitment rallies was such that every division/department that needed volunteers had at least one representative present. The Recruitment Committee acted as the host, welcoming the incoming volunteers, offering some guidance as to what the procedures for registration were, and directing volunteers to the appropriate booths. The committee also acted as a selective screener. For example, when a popular position was no longer accepting registrants, individuals would be offered an alternative position and guided to the appropriate booth. The job assignment officers did not have the time for an extended personal interview, but a short conversation normally sufficed and it was indicated to the volunteer that his/her placement would be confirmed at a later date.

According to the chairmen of the Volunteer Department and Recruitment Committee there was room for improvement in two major areas of the recruitment process used in

Universiade '83. First, a longer planning and operation period, supported by budgetary availability and qualified manpower would have allowed the Recruitment Committee to hold personal interviews with volunteers for selected positions. This would have increased volunteer commitment and would have permited a more appropriate matching and placement of the volunteer. This feature is consistently identified in the literature as a key to the successful volunteer operation (e.g., Naylor, 1967; Routh, 1972; Wilson, 1976; Ilsley and Niemi, 1981). Second, the concept of recruitment rallies was found to be a good one. But to be most effective the job assignment officers must be individuals with some training in the area of personnel/human relations, in order to ensure a smooth and successful running of the operation and the creation of a sense of shared commitment between the interviewee and the interviewer. During the interview Grant (1984) pointed out the fact that during the Universiade '83 recruitment campaign this was an area where improvement was desirable:

> I would have felt more confortable had I been more sure that the individuals who were doing the selecting and screening had been trained by our committee... I felt it was a sensitive issue and if you had turned off enought people, which could have happened, and word got out, it would have screewed up everything....

In general, the rallies were evaluated as having been very successful inasmuch as 2,367 volunteers were recruited in just six rallies (Final Report of the Volunteer Department to the Universiade '83 Edmonton Corporation's Organizing Committee, 1983:39). With the staging of these rallies the Recruitment Committee's role was completed. As mentioned earlier, Grant, who had been equipped with training and experience in the area of personnel, felt that the matching and placing of volunteers should also have been one of her committee's responsibilities: "being the individuals with the personnel background we had volunteered our services in terms of helping match and place people. But that was a division responsibility and they didn't want our committee's involvement".

In summary, the Universiade '83 recruitment campaign utilized three types of recruitment methods. Although the indirect recruitment method was the only method used by the Recruitment Committee (rallies are one example of the indirect recruitment method), other methods were utilized by the departments, divisions, and the Corporation in general. The most

frequently used is known as the "direct recruitment method", and a large percentage of the volunteer population of Universiade '83 was recruited by that method (31.4%). A simple way of classifying the different recruitment methods is to consider them as being either direct, indirect or a form of self—recruitment (Wilson, 1976; Stenzel and Feeney, 1976; Haycock, 1979; Campbell, 1982; Slack and Campbell, 1982).

Direct recruitment involves personal contact and implies that two way communication occurs. It is known to be the most effective way to recruit volunteers. "The key to the success of the direct approach will be the actual communication between the recruiter and the potential volunteers, what is said and how it is said" (Campbell, 1982:27). It is important to have a prepared and motivated recruiter who will approach and invite the potential volunteers. During Universiade '83 the direct method was probably mainly used when special skills, such as sport's technical knowledge and linguistic skills, were required. Approximately 31% of the volunteers were recruited through this method. Individuals were often recruited directly from a variety of sport associations, language departments at the University, or they were contacted through the University's International Students Office and other offices. Many were also invited to volunteer because of their administration and/or management expertise. The Universiade '83 Corporation had a vast collection of volunteer positions to offer and the areas where the use of the direct recruitment method was suitable included linguistics, officiating, administration, and others.

Indirect recruitment involves one way communication and is characterized by being an impersonal method of recruitment. It can be a very costly undertaking when a general appeal is made to the public at large. Indirect methods usually fall into one of three categories: mass media (e.g., newspaper ads, press releases, radio spots, television), special events/projects (e.g., displays, exhibits, speaker's bureau, open house, exibition events), or printed material (e.g., newsletters, brochures, pamphlets, posters, billboards, bulletins) (Slack and Campbell, 1982:27). Through the indirect method no individual in particular but the largest possible number of people are invited to volunteer. During Universiade '83 all of these techniques were

used since a very large number of volunteers was required. Often radio or television time for advertizing was donated to the Corporation and specially reduced advertisement packages were also arranged. It was a very successful method one which attracted 47.1% of the volunteers.

The third method, *self—recruitment*, is perhaps not a method in the true sense but relies on individuals volunteering on their own initiative. It can be an indirect consequence of the previously described technique since it implies that the individual is sufficiently informed about the organization to make a decision to volunteer. Without having been asked directly or without having read or heard any detailed information about the positions available, individuals were often sufficiently motivated to present themselves to the Corporation and ask if their services could be used. 21.4% of the people reported that they volunteered without having been personally invited or without having been informed through the media.

4.2.2 Volunteer Placement

The placing of volunteers was to be done soon after each volunteer was recruited into the Corporation. Placing a volunteer into a particular position requires care and skill. It has been strongly implied in the literature that a thoughful assessment of volunteers' capabilities, and an objective planning process, are essential to the effective placement of volunteers (e.g., Naylor, 1967; Routh, 1972; Wilson, 1976; Ilsley and Niemi, 1981).

As with the process of recruitment discussed earlier, the placement of volunteer was also an area where the potential for conflict between the committees and divisions was high. The high interdependence between the units' tasks, the lack of proper communication and interaction between the units, and the apparent perceived jurisdictional ambiguity by these units over the placement process, all presented an occasion for conflict. Both of these groups (the Recruitment Committee and the different divisions) felt that they had the "right" and the capabilities to best perform the job of matching and placing the volunteers. Although the Recruitment Committee stepped aside in favor of the divisions, which then selected their volunteers, it attempted to offer as much guidance and help as possible in order to assure that

the principles of personnel management were closely followed. One of the recommendations made to the divisions was that they include involvement of at least one qualified personnel representative in the placement process. This recommendation was accepted by most divisions. No major complaints or casualities were reported with respect to that process.

The format for volunteer placement which evolved from this suggestion was such that one central unit had to be made responsible to keep track of the volunteers' placement. The Volunteer Information Center was considered to be an appropriate place to centralize the data base forms. Thus the Volunteer Information Services Committee's chairman described that the committee's role grew from the original mandate of "keeping volunteers and the public informed about the 1983 World University Games" to being a central station to which "everything could come back to". The Committee became responsible for a number of areas, namely, (a) the provision of information on all aspects of the World University Games to the volunteer and the public on behalf of the Corporation, (b) as a unit which functioned as a mediator between the volunteer and the division, and (c) by keeping an efficient manual data base retrieval system.

The process of volunteer placement was described in detail in the Volunteer Department's final report to the Corporation's Organizing Committee (1983:12—15), as follows. Data base forms were received through the mail or in person by the Volunteer Department. Volunteers were advised, when completing the form, to indicate their choices of the type of work in which they wished to be involved (28 areas were identified). Upon receipt of the forms, the Volunteer Department sent them to the first available choice (i.e., if the first three areas had advised the Volunteer Department that they didn't need any more volunteers, the form was sent to the fourth choice).

The recipient division would then review the form and would either return it to the Department without contacting the volunteer, or would hold the form until the volunteer had been notified. Both these procedures created problems. The first because the volunteers would remain uninformed about the status of their application, and would eventually telephone the

already overworked Volunteer Information Center for information. The latter because the divisions often lost track of the forms they were holding (by passing them on to the committees, supervisors, etc.) resulting in volunteers filling out a second or a third form. All would eventually be returned to the Volunteer Department confirmed in several, sometimes conflicting, areas.

Several procedures were instituted in a attempt to ensure forms were handled in an efficient and consistent manner by all divisions and departments. Beginning in January, 1983, the procedure was to photocopy the form before sending it to the division in order that track could be kept of the forms. The division was to review the form and return it to the Department indicating whether the volunteer had been accepted or not. If yes, the form would be processed and filed; if no, the form would be redirected to another area until a position could be found. Unfortunately, although simple and objective, the procedures were often disrespected in that divisions would trade forms causing loss of forms and loss of control by the Volunteer Department.

When the original data base form was returned to the Volunteer Department confirmed, the photocopy was destroyed. The confirmed forms were processed by the Volunteer Department before they were sent to the Planning Department where the information would be entered into the computer. The processing of the forms included ensuring that all necessary information had been filled in. Often it had not, and volunteers had to be telephoned. Once confirmed, checked and entered into the computer, the original forms were filed alphabetically in the Volunteer Department.

Volunteers would telephone the Volunteer Information Center to give a change of address, telephone number, wishing to delete, and so on. The changes would be noted on the originals and in the computer and the divisions would also be informed. "Most of the deletions were made close to the beginning of the Games, and the final count showed 2,095 deletions" (ibid., p. 13). As the Games drew near the data base procedures which, up until then, had been observed to a certain extent were more frequently disregarded. The cut—off date for data base

forms to be entered on the computer was set by the Volunteer Department as March 30th. This deadline was never accepted by the divisions who continued to send forms for computer input as late as July 4th. Moreover, divisions sent forms as well as changes and deletions directly to the Planning Department totally ignoring the Volunteer Department in the process. The latter unit, in turn, had to do "catch—up" work which was redundant but necessary. At that point the Volunteer Department was receiving approximately 300 telephone calls per day, thus it had to be equipped with the latest information. "Of the data base forms xeroxed between January and July 1983, 550 were never returned to the Volunteer Department after being sent to the divisions" (ibid.). These volunteers were never awarded a position, and the divisions to whom the forms had been sent did not have a record of the forms.

The placement process described above was obviously less than perfect. A number of areas where improvements would have been desirable are readily apparent. The analysis of the process in the light of organizational theory sharpen the focus on such dimensions as organizational conflict and the use and abuse of power in organizations. Moreover, theory provides possible explanations and solutions to the problems encountered.

The major and most obvious source of the problem seems to be the lack of communication and interaction between the committees, divisions and departments of the organization, a fact which has repeatedly been brought up during the interviews. As mentioned earlier, Miles (1980a:134), in his chapter on organizational conflict, notes that "the less units know about each other's jobs, the less collaboration one can expect from them". The Universiade '83 Corporation's units had little understanding of each other's roles leading to very little collaboration between them. At least two situations immediately come to mind regarding the lack of collaboration between the units. First, during the planning process of the recruitment campaign when the recruitment committee required that the divisions design the volunteers' jobs and prepare job descriptions it received very little collaboration from the units — the process has been described by the Department chairman as "almost like pulling teeth". Second, during the placement process the divisions and departments totally discarded all the

procedures which the Volunteer Department had established for data base forms handling. This reflected a total ignorance and disrespect by the divisions of the Volunteer Department's role in this process.

The literature on organizational conflict (e.g., Simmel, 1955; Coser, 1956; Dahrendorf, 1959; Thompson, 1960; Boulding, 1962; Silverman, 1971; Schmidt and Kochan, 1972; Robbins, 1974 and 1978; Hage, 1980), provides theories on the basis of which the processes above can, at least in part, be understood. Besides the notion of the antecedent conditions of conflict, on the basis of which a number of conflict situations have already been discussed, there is also the model presented by Robbins (1974). He suggests four bases from which conflict can result, all of which can be identified to some degree in the Universiade '83 Corporation's structure: (1) imperfect communication, (2) structural conditions (e.g., large size, heterogeneity of the staff, styles of supervision, extent of participation), (3) personal behaviour, and (4) differences between occupational groups (e.g., different professions, different power in the organization). All of these have already been identified between and within Universiade '83 units. The heterogeneity of the staff, and the number of individuals from different professions and background, for example, was particularly prevalent in that the Universiade '83 staff consisted overwhelmingly of volunteers. Similarly, the extent of participation varied among individuals, while some were "full—time" volunteers others (sometimes in higher hierarchical levels) contributed by providing only a few hours of work per week. As noted by Hall (1982:153), "these bases of conflict are an inherent element of organizations and thus conflict itself must be viewed as inherent".

Nevertheless, contemporary conflict management theorists stress the need for managers and organizational designers to understand the context in which organization conflict occurs and that they make use of the variety of techniques available for use in its management. Such techniques vary in terms of cost, scope of effects, ease of implementation, and "they are primarily distinguished on the basis of their target of change, which may be to alter the larger organizational context, to alter the issues of dispute, to alter the interunit relationship itself, or

to alter the key individuals involved" (ibid., p. 149). No doubt corporations such as Universiade '83 need to implement managerial strategies for dealing with organizational processes. Perhaps such organizations would benefit from consulting with an organizational processes analyst during the early stages of their short life span.

Neilsen (1972), Thomas (1976), and Robbins (1978), have discussed a number of strategies for managing intergroup conflict. Neilsen (1972) proposed that the ways in which one might go about stopping intergroup conflict can be placed at some point along a continuum at the opposite ends of which are changes in behavior and changes in attitude. He proposed a number of possible solutions to the problem of conflict, such as, physical separation, limited interaction, the use of integrators, the use of third—party consultants, negotiations without consultants, exchanging members, and multilevel interaction.

Although most of the theories and concepts outlined in the literature are specific to organizations of a profit—making nature, many of them are believed to be applicable to voluntary organizations. Considering the nature of the conflict situations which arose within the Universiade '83 Corporation, it seems that many of the strategies for dealing with them, as proposed by Neilsen (1972), for example, would easily be applicable to this specific organization. The use of "third—party consultants", for example, was a strategy which was used a number of times by the various committees in the Volunteer Department (e.g., planning consultants, experts in the area of volunteer management, etc.). "Negotiations without consultants" was another strategy used to solve conflict situations between the Recruitment Committee and a number of the divisions, as described earlier. Furthermore, strategies such as "exchanging members" and "multilevel interaction" would have also greatly enhanced interunit relations by increasing units' awareness of each others' roles. This problem was recognized in a number of the interviews, for example:

> We [Orientation Committee] had a lot of communication problems in a sense that we would do something that training was also planning on doing and so on....

In terms of "multilevel interaction" McCreath (1985) reported her committee's actions

> McCreath: I thought it was interesting that the Board was involved as well, so that

they could see what everybody was going through.
Interviewer: Can you explain how the Board was involved?
McCreath: Yes. We gave them a little orientation so that they could see what was being given to everybody else and it was interesting to get feedback from them because a lot of them didn't realize some of the details that had brought them in.

In conclusion, this short outline serves to illustrate that the need for proper organizational structures and processes is not different in voluntary organizations and profit making organizations and should, therefore, never be underestimated.

4.2.3 Volunteer Orientation

Individuals who had, through one way or another, joined the Corporation as volunteers were at some point assigned a position or task. Following this procedure volunteers were invited to attend an orientation session. This was planned and operationalized by the Volunteer Department's Orientation Committee which was instituted as follows.

The Corporation's Orientation Committee was staffed by seven members of the Junior League of Edmonton[10] who volunteered as a group to take on a project with the 1983 Games in May 1981. At that point the Corporation was not sufficiently structured to assign the group any given project. It was not until November, 1981, that Volunteer Department chairman F. Olson appointed Margrit McCreath as chairman, Volunteer Orientation Committee. By April, 1982, the group entered into an agreement with the Corporation and the committee's objective and terms of reference were established. The Committee's objective was "to design an orientation package on the World University Games and the role of the Universiade '83 volunteer" (Final Report of the Volunteer Department to the Organizing Committee of Universiade '83 Edmonton Corporation, 1983:28). The committee was to "research and gather the information required to provide the World University Games volunteers with an informative orientation program", to "design and produce (with Universiade staff) a handbook/information kit for World University Games volunteers", to "provide the personnel to conduct the orientation sessions as required", and finally to liaise with the chairman of the

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[10] The Junior League of Edmonton is a group of women who get involved in community projects on a volunteer basis.

Volunteer Recruitment Committee to schedule orientation of acting volunteers and with chairman Volunteer Training Committee on orientation film production (ibid.).

At the same time approximate dates for the completion of the projects were tentatively set. Hence the committee was to prepare the handbook for the volunteers by June, 1982, to organize a one hour presentation by November, 1982, to co—ordinate three orientation sessions per week from January, 1983, to April, 1983, and complete any others by July, 1983, and finally to evaluate the orientation program by September, 1983. As can be observed on the Department's game plan in Figure 4.3 most these deadlines were substantially postponed, resulting in the Orientation Committee being genuinely active only between October/November, 1982, and July, 1983. Committee chairman McCreath pointed out that fact during the interview by saying "I think that probably we were on stream much too early. It wasn't necessary for me to have started in September, 1981. Eight months would probably have been sufficient. It caused much double work" (McCreath, 1985). Experience showed that a period of 4 to 5 months was sufficient for the initial process of planning and preparation of the orientation program.

The format of the orientation program was such that departments could choose whether to present the orientation package themselves or to have the Orientation Committee's personnel present it for them. An alternative was offered for two main reasons: first, some departments would choose to offer orientation and training sessions to their volunteers in one single session, finding it appropriate to present it themselves. Others may have felt they didn't have the qualification and/or the personnel to do so, opting for the second alternative. Both methods worked out satisfactorily as the Volunteer Department had established a system of controlling whether the groups of volunteers were being oriented or not. The Volunteer Department had control over the support materials (e.g., orientation packages, orientation film, handbook, handout of "goodies", projectors) and the facilities, so that both had to be arranged through the Department. Furthermore, volunteers were asked to check—off their names on an attendace sheet which would be provided both during orientation and training

sessions so that further control was possible. Volunteers were advised that participation in orientation and training sessions was a necessary qualification for accreditation. The volunteers' attendence would later be entered in the computer and according to McCreath this "was probably as close to keeping track of that many individuals as we would come" (McCreath, 1985).

During January and February, 1983, the process of identification and training of trainers took place. The Orientation Committee organized a public speaking workshop which was to be attended by all those who would be presenting the orientation sessions. It had been identified as a necessary component of the program since it was found that trainers should be as professional as possible. The selection and training of the trainers was apparently a very successful undertaking.

The results of the survey of the Universiade '83 volunteers suggest that, from the volunteers' point of view, the orientation program was successful. When asked to evaluate the orientation sessions along four dimensions, namely general, content, format, and trainers, the majority of the volunteers indicated to have been satisfied or very satisfied with the program. Figure 4.4 shows the degree of satisfaction of the volunteers with respect to the orientation program in terms of percentages. The four dimensions along which the volunteers were asked to evaluate the program refer to various aspects of the program. The rationale of analysing them separately was to find out whether one or more aspects of the program were particularly strong or weak from the volunteers' point of view. The dimension *general* almost defies description and it referred to the "orientation in general", including all aspects of the program. *Format* referred to the methods used for presenting information, i.e., film, speeches, handouts, and so on. The *content* referred to what information was contained in the packages, i.e., background to World University Games, volunteers' role in the Games, volunteers' responsibilities, details on accreditation and uniform pick—up, transportation, food services and so on.

In general, it appears that the Volunteer Orientation Committee was successful in attaining its objectives of helping volunteers understand their role in the World University

Degree of Satisfaction of Volunteers along Four Dimensions of the Orientation Program Received		
Dimension	% of volunteers dissatisfied or very dissatisfied	% of volunteers satisfied or very satisfied
general	10.7%	76.0%
content	4.2%	70.4%
format	8.4%	64.8%
trainers	5.6%	80.6%

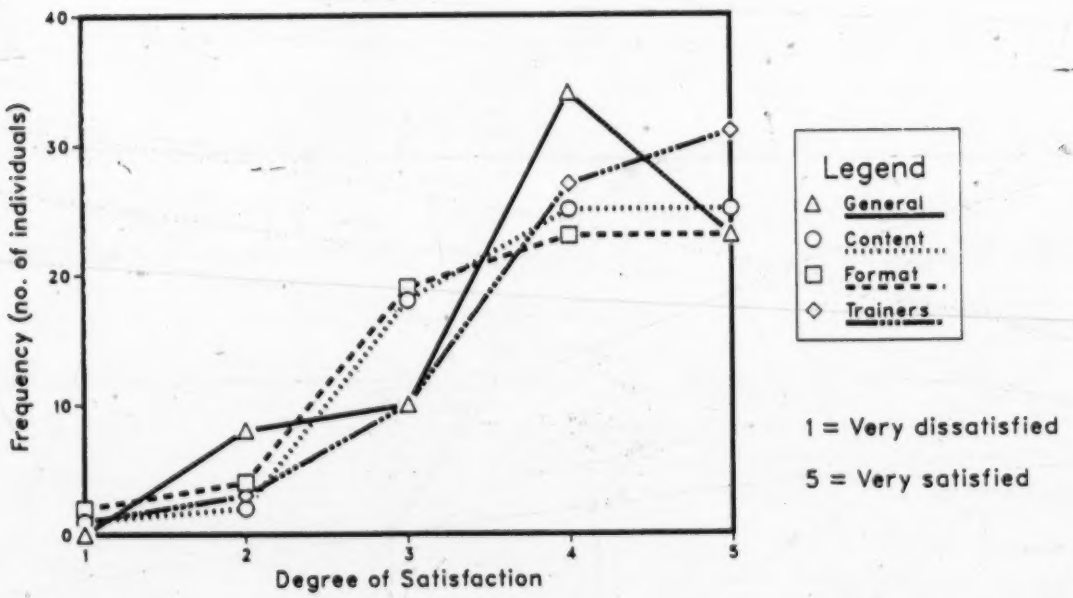


Figure 4.4 Degree of Satisfaction of Volunteers with the Orientation Program

Games, orienting them towards proper conduct as "ambassadors to the world", informing them of their rights and responsibilities as volunteers, and in making them "feel part of the Games family". The high percentage figures of volunteers in the two upper categories of satisfaction is really not surprising since the experience of being involved is expected to be intrinsically satisfying to a volunteer. Therefore, one must not place too much emphasis on the results of this survey as a decisive anatylical tool, but rather consider the more general evaluation made by Corporation staff and other observers in conjunction with the survey results.

The Universiade '83 Corporation was the first in Canada to provide volunteers involved in a multi—sport international event with an orientation program in addition to the job specific training (Olson, 1984; McCreath, 1985). Consultation with organizers of events such as the 1976 Montreal Olympics and 1978 Commonwealth Games revealed that "they felt that they had made a mistake in that the volunteers were trained for their specific jobs, but didn't have a general overview of the whole event" (McCreath, 1985).

The bulk of the orientation program was operationalized between April 21 and June 28, 1983, with 174 orientation sessions offered in that period of time. Some sessions had been offered earlier to board members and other people who had started working much earlier. In retrospect, committee chairman McCreath found that "something we didn't do but which would have been valuable was an orientation for some of the paid people on staff" (1985). McCreath also expressed her belief in the value of offering workshops on the relations between paid staff and volunteers and reported that consultants were brought in to offer workshops on that subject.

The importance of good volunteer—staff work patterns has often been discussed in the literature (e.g., Naylor, 1967, Routh, 1972, Cull and Hardy, 1974; Schindler—Rainman and Lippitt, 1975; Stenzel and Feeney, 1976). These authors suggest that much motivation and commitment of volunteers seems to depend upon the values, attitudes, and behaviour of their professional co—workers, and upon the policies and atmosphere of the organization. Thus providing volunteers with an orientation session, as it was done during Universiade '83, seems

to be in line with what is generally recommended in the literature. Naylor (1967:96), for example, stated that "after getting the feeling tone of the organization, a volunteer is more ready to take on the duties and tasks of the new job". Schindler—Rainman and Lippitt (1975:69) noted that

> orienting new volunteers means making sure that they become acquainted with the new setting and its life—styles and with the possibilities of their service's making a difference to the total life of the organization as well as to themselves.

4.2.4 Volunteer Training

The next step in the volunteer's pathway to the Games was the training component. After having received a general orientation to the World University Games volunteers were to be trained in their specific jobs and in their specific venues. This task was handled by the Volunteer Training Committee and the approach taken by them is discussed below.

The Volunteer Training Committee was comprised of six members, all of whom had a background in training and in organizational systems. It was co—chaired by Brenda Stewart and Bob McKim, who were indirectly recruited by F. Olson, and who had previously worked together using a similar management system as the one used in Universiade '83. The system had proven itself efficient in a professional setting and the co—chairmen were determined to make it work in a volunteer setting as well. McKim (1985) expressed confidence in the system: "I believe in that kind of system. I believe it is very successful. And the reason it is so successful is because each department takes ownership for the process and they can't abdicate that ownership to me. They own it, and it's their responsibility".

The Training Committee was given its mandate in early October 1982. Its objectives were "to develop and recommend to all divisions an overall approach to training volunteers and undertake specific assignments to design department training programs as requested" (Final Report of the Volunteer Department to the Organizing Committee of Universiade '83 Edmonton Corporation, 1983:29). The committee was

> to develop a detailed training network as an advisory and monitoring control framework indicating activities, target dates, and dependency relationships; To assist

> all venues/divisions/committees in the use of this framework; To assist all venues/divisions/committees in identifying volunteer trainers, in scheduling volunteer training, in conducting volunteer training, and in validating volunteer readiness; To assist all committees in their interface with volunteer training to ensure coverage and avoid duplication, and to optimize their activities relative to volunteer participation (ibid.).

The first step in the process leading towards an effective training program was the identification of training needs. As with the Recruitment and Orientation committees the Training Committee also identified this part of the process as being the most frustrating and difficult one. McKim stated: "our biggest frustration was to get the information to put together the training package. In order to develop a training package you need the details and nobody had really thought out the details. It was very difficult to get the information from the people". As this point of the process progressed, the extreme variation between the various divisions and departments' training needs became increasingly clear. This lead to the decision by the Training Committee to approach the problem by means of acting as a facilitator rather than a renderer of the training sessions. According to McKim (1985) it would have been "absolutely impossible" for the Training Committee to train the "working volunteers". Thus "we took the approach of training the trainers. We trained the people to develop their own training packages and prepare themselves".

The Training Committee established a mechanism whereby the departments and divisions were the trainers and developers of the training packages. "If they chose to call in the help from someone else, fine! That was the sort of thing we were trying to promote" (McKim, 1985). During that part of the process the Training Committee was involved only in a facilitating mode. They worked through the development of the program with the groups if they so desired and followed them through on a consulting basis.

Although it may perhaps appear so, the departments and divisions were not entirely on their own in that process. The Training Committee provided them with initial training sessions in order to prepare them for their jobs of preparing training packages. This included mainly the distribution of information on the education of volunteers along with principles of adult education, the designing of training packages and so on. The trainers were also equipped with

some support material which was provided by the Training Committee. This included a training film, a trainers' manual, and a volunteer handbook. The members of the Committee were also available for consulting whenever it was considered by the division or unit to be necessary.

At this point the main differences between the Orientation Committee and the Training Committee's roles have become readily apparent. While the Orientation Committee was responsible for the preparation of the sessions for all volunteers in order to maintain control and consistency in the sessions' content, the Training Committee had a distinctly different role. Their task was to ensure that each particular group received a good job—specific, and venue—specific training program, and this could only be ensured by having the experts in each field prepare the content of the packages themselves.

In the survey carried out, when asked about the training sessions they had received, the majority of volunteers indicated that they had been satisfied or very satisfied with the program. Figure 4.5 presents a graphic summary of these results. Volunteers were initially asked whether or not they had received a job or venue specific training. This was done because it was suspected that a number of positions did not require the volunteer to participate in any job or venue specific training. The survey confirmed this fact by showing that 45.7% of volunteers never received training. Volunteers were asked to evaluate the training sessions along five dimensions, namely the quality, content, amount, format, and the trainers. As with the orientation sessions, of those who did attend training sessions, the majority indicated that they had been satisfied or very satisfied with them. For the same reasons mentioned earlier, the results of this survey do not come as a surprise but merely confirm the hypothesis that "unless something goes wrong with the program, volunteers, due to the nature of volunteerism itself, are bound to be satisfied with it".

Towards the end of the consultation, interviewees were asked to summarize their experiences with the program and to point out its strengths and weaknesses, eventually adding recommendations for future programs. Some of these were outlined as follows:

1. It is recommended that each of the venue/division groups have within their ranks their

Degree of Satisfaction of Volunteers along Five Dimensions of the Training Program Received		
Dimension	% of volunteers dissatisfied or very dissatisfied	% of volunteers satisfied or very satisfied
quality	9.6%	73.8%
content	7.5%	70.0%
amount	7.5%	72.5%
format	7.3%	65.9%
trainers	4.8%	70.7%

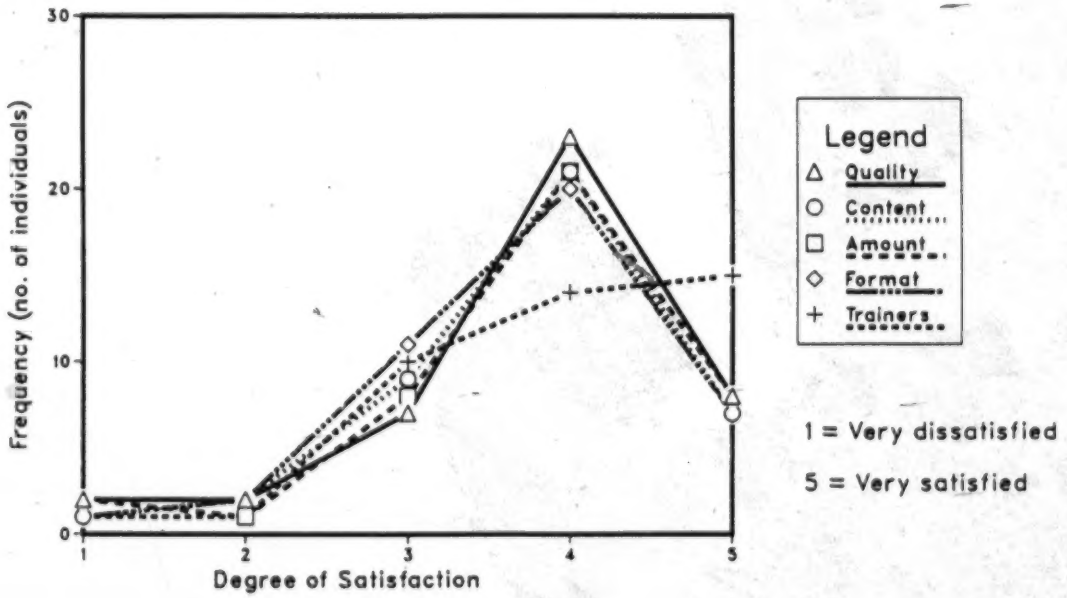


Figure 4.5 Degree of Satisfaction of Volunteers along five Dimensions of the Training Program Received

own trainer and that they try to recruit a professional person or someone who has the ability to deliver knowledge, and to get along well with people. The approach taken by the Training Committee of getting the ownership of the training component to the individual units was very successful. It was found that this increased commitment and encouraged departments to take on responsibility for their volunteers. McKim (1985) pointed that out by saying "when you plan for the training make sure the training rests with the venues and divisions and not with the committee responsible for training.... And make sure each venue and divisi[illegible]p has its core group of people who are trainers".

2. Furthermore, it was also proven appropriate to provide training sessions by levels, for example, to train all hostesses to be hostesses and then to train a smaller group of hostesses for a specific site, by subdividing the groups by venues.

3. One aspect of the program which was repeatedly identified in a number of interviews was the fact that volunteers should never be recruited too far in advance. From a training perspective volunteers are known to lose interest in the program if they lose contact with it. On the other hand one cannot train too early in the process as it is known that only approximately 30% of the information is retained unless it is promptly put to use. According to McKim many volunteers resigned or just did not pursue their participation because they were recruited too early in the process when the organization was not structured to the degree that they could become actively involved. "It was too loose. They didn't know what they were getting themselves into.... The other group of volunteers just wasn't ready to provide that detail — to provide the 'working volunteer' with that information" (ibid.).

4. "Volunteers want specifics. They want a specific job, they want to know exactly what it is you want them to do, when you want them to be there and when you want them to leave. I'm giving you my time — don't waste it!" (ibid.). Training is a "very necessary thing. It gives the person much more responsibility towards his job knowing that you care enough to spend the time with them to show them what to do" (Olson, 1984).

Most of the steps taken by the Universiade '83 Training Committee during the phase of development and implementation of the program, followed the guidelines commonly proposed in the literature (e.g., Naylor, 1967; Routh, 1972; Cull and Hardy, 1974; Schindler—Rainman and Lippitt, 1975; Stenzel and Feeney, 1976; Wilson, 1976; Ilsley and Niemi, 1981). These authors outline the importance, first of all, of providing volunteers with good training opportunities. Naylor (1967:123), for example, noted that

> training events are key opportunities for leaders, both volunteers and staff, to influence and inspire the membership, to give members a sense of purpose and a feeling for the importance of the assignments they are undertaking.

These authors further suggest that good training can only be accomplished through (1) adequate planning in advance, and (2) careful implementation of the program, observing the characteristics and needs of the subjects to be trained. The training strategies implemented by the Universiade '83 Training Committee are considered to have been successful by both the Corporation's staff and the volunteers. In addition, the guidelines for providing volunteer training opportunities outlined in the literature have generally been followed since (a) there was adequate advance planning, (b) training packages were designed as individually as possible, keeping the characteristics and needs of the subjects to be trained in mind, and (c) trainers were selected among those more knowledgeable in each specific area in addition to having at least some experience in the area of publicly sharing information.

4.2.5 Volunteer Accreditation and Uniforming

The final official pre—games contact the volunteers had with the Corporation was the accreditation process during which volunteers would receive an official accreditation card and in selected cases a uniform. This step in the process was not under the direction of the Volunteer Department or the Volunteer Co—ordinating committee. It was handled by the Accreditation Department and by the Uniforms personnel, while the Volunteer Department had no significant amount of input into that aspect of the decision making process. A list of names was used to identify those volunteers who had completed the orientation and training sessions and

only those were to be accredited. Once accredited volunteers were ready to proceed to the next booth and pick—up a uniform which corresponded to their position. Once accredited and uniformed volunteers could take one their responsibilities with the Corporation. Some assumed positions which required them to start on their tasks before the Games commenced but the vast majority of volunteers were designated to become active only between July 1 and 11, 1983. Some referred to the latter group of volunteers as those who "worked" the Games and to the former, those who volunteered a considerable greater amount of time and energy to the Games as the "true volunteers". However one wishes to name these individuals, or to consider their motivation and availability, they all volunteered their time and energy towards a successful outcome of the Games.

A number of problems and complaints are known to have been reported with regard to the processes of accreditation and uniforming. Some examples are the use of incomplete, outdated lists of names during the process of accreditation of volunteers, a situation which resulted in volunteers being refused accreditation after having successfully completed the processes of orientation and training. This must have resulted in hurt feelings on the part of many and in such cases volunteers were victims of organizational inefficiency. These processes provided perhaps the best example of how some of the organization's structural constraints as well as its relationship with what can be called the "general environment" affected the Volunteer Department and its operations.

The major problems which arose during accreditation and uniforming, from the Volunteer Department's point of view, related to (a) inappropriate budgetary planning on the part of the Corporation where the Volunteer Department was concerned (this affected the uniforms issue); (b) the lack of qualification of the accreditation and uniforming personnel for dealing with volunteers; (c) inadequate planning for the accreditation and uniforming processes by the respective departments. From the Corporation's point of view, on the other hand, these issues were hardly seen as problems in need of being addressed, but rather, they were seen as a matter of assigning priorities to the issues arising within the Corporation. Unfortunately, for

the Volunteer Department and perhaps for some or most of the volunteers, this group was not considered a high priority group at this stage of the program. Explaining further, from the Corporation's point of view the issue which was to receive the highest priority at all times was attaining the goal of successfully staging the XII Universiade. This meant being ready, on time, to receive the enourmous number of athletes, officials, and delegates, and being able to provide them with safe, adequate housing, food, and sporting conditions. If being able to attain this goal ment having to introduce budgetary cut—backs in the area of volunteer uniforming, this seemed a natural measure to take since the volunteer group was only considered a means of attaining the organization's goal of staging a successful Universiade Games.

Furthermore, the mechanistic nature of the Corporation's organizational structure, which called for relatively rigid operating conditions, was in contrast to what is perceived to be the most appropriate approach to dealing with volunteers. The Universiade '83 management system resembled that which Burns and Stalker (1961) labelled the mechanistic system. As the review of the literature revealed, this appears to be the most appropriate for organizations operating under relatively stable environmental conditions. Miles (1980a:253) described this system as follows:

> In mechanistic systems the problems and tasks facing the concern as a whole are broken down into specialisms. ... "Somebody at the top" is responsible for seeing to its relevance... Interaction within management tends to be vertical, i.e., between superior and subordinate. Management, often visualized as the complex hierarchy familiar in organizations charts, operates a simple control system with information flowing up through a succession of filters, and decision and instructions flowing downwards through a succession of amplifiers.

Under the conditions imposed by the Universiade '83 Corporation's environment, a mechanistic system was the most efficient choice. On the other hand, volunteers, the review of the literature has shown, operate most efficiently in a less mechanistic type of structure, where attention can be paid to the volunteers' needs and aspirations, and where emphasis can be placed on the volunteers' "well being" within the organization. Volunteers also appreciate an efficient communication system where they are kept informed about what goes on in the organization and where they have a chance to voice their own perceptions of situations at hand.

It has been stated earlier that, from a Corporation standpoint, the problems identified by the Volunteer Department were not necessarily viewed as such by the global organization. This was caused by a difference in the priorities and values of these two groups. From a global organization perspective the conflicts, which were, in part, inevitable, were caused by problems such as (a) the limitations which policies, rules and regulations impose on the program to be implemented, i.e., variations and adaptations were controlled by international rules, and possible changes were therefore limited; (b) the existence of policies such as "the Universiade '83 Corporation will not refuse anyone as a volunteer" created immense problems in that the number of volunteers on file practically doubled from what was initially expected and also made it difficult to compromise between "desirability of a certain volunteer" and the fact that the individual "could not be refused as a volunteer". The doubling of the number of volunteers associated with financial difficulties towards the end of the project (i.e., project meaning the staging of the Games) made it necessary for the Corporation to cut back the budget for the volunteers' uniforms. As a consequence, uniforms were unavailable in the needed sizes, styles, and quantities, and the quality of the uniforms was below the standards which the volunteers had been promised or thought they would receive. This was a potential situation for conflict where, on the one hand, the issue of uniforming was a particularly sensitive one whenever volunteers were concerned (since often a uniform is all that is expected in return for many hours of service), and on the other hand, it was not a high priority issue in global organizational terms. Although conflict in organizations is, at times, a healthy and necessary process (e.g., Dahrendorf, 1959; Boulding, 1962; Robbins, 1978; Aldrich, 1979) this type of conflict within Universiade '83 Corporation would not easily be resolved and produced a negative backlash that detracted from the generally high level of positive response. In retrospect it seems sensible to suggest that, in situations such as this, it is best to keep uniforms as simple and as homogeneous as possible. In other words, if financial difficulties impede fancy, variated styles of uniforms it is best to choose an alternate, less expensive, style but to make sure that it is available in the needed sizes and quantities (for example, substitute an expensive skirt/pants

and shirt combination for a less expensive t—shirt and hat combination).

From a managerial point of view the different processes most volunteers went through, i.e., recruitment, orientation, training, and so on, were all co—ordinated by separate committees whose mandates seemed to be independent from each others' rather than being inter—dependent, as one would expect. It was up to the Volunteer Department or sometimes the Volunteer Co—ordinating Committee (which was formed by the chairpersons of different committees) to assure the smooth flow of volunteers from one stage to the next. The Recruitment Committee's chairman's comment on that subject, serves as an illustration "I had relatively little interaction with individuals from other committees in that Fran was the co—ordinator and she would do this kind of job. I met with one fellow from accreditation a few times" (Grant, 1984). Another example along the same lines was the following statement "...our involvement was simply to get the numbers — I was a little unconfortable with it... I guess when I took the job I thought it was broader than, in fact, it was. Our job was simply to get the numbers" (ibid.).

To some extent the Volunteer Recruitment Committee attempted to bridge that gap between interaction and communication by having division representatives present at the recruitment rallies. These representatives would act as buffers between the volunteers' recruitment and placement serving as pre—screeners and "placement officers". A similar role was played by the training committee which planned the training process, put it into place, and therewith had carried out its role in the organization of the 1983 World University Games. It had no further involvement with the volunteers. On one hand, one cannot categorically say that the managerial approach that was taken was inappropriate, since the volunteer program obviously, at least for the most part, met its stated objectives. On the other hand, many of the day—to—day problems and difficulties which occurred, resulted from the lack of communication and co—operation between the different committees, and between the different departments and divisions. Six out of the eight interviewees highlighted the communication between the different groups as one of the major areas where improvement was needed. It is

suggested that these problems arose, in part, as a consequence of having a "too small administration" to deal with a "too large group of volunteers". In addition, it has been suggested during interviews that this is a common problem when many groups of volunteers are working together:

> during the Commonwealth Games they had the same sort of problem: lack of communication. But I think that is the nature of the beast. I think when you get people that are volunteers with a wide range of areas and levels of expertise and they come here and want to practice their expertise, and they don't want someone, especially another volunteer, telling them what to do, then that is what is going to happen: people doing their own thing (ibid.).

When the chairman of the Volunteer Department was asked to summarize her experience with the World University Games and to point out the major areas of the program she would change if she were to do it again, the accreditation and uniforming processes ranked high on the list: "...that was really my only major regret...if I had to do it all over again, I would just insist in having some kind of control over every area that affected the volunteers. I'm not saying that I would want to run accreditation or uniforming but certainly have a significant amount of input so that that would also be a continuous good experience for that volunteer" (Olson, 1984).

4.2.6 Volunteer Recognition

The recognition of volunteers for the time and effort contributed towards an event, a program, or a cause is essential. Although most authors have chosen not to discuss the process of volunteer recognition in a separate section, as it is done here, virtually all have discussed the topic to some degree usually when discussing volunteer training or supervision (e.g., Naylor, 1967; Routh, 1972; Cull and Hardy, 1974; Schindler—Rainman and Lippitt, 1975; Stenzel and Feeney, 1976; Wilson, 1976; Ilsley and Niemi, 1981). The recognition of volunteers is commonly seen as a continuous process, a process which winds around most all other aspects of volunteer involvement with an organization. The recognition of a volunteer can be demonstrated in very simple ways such as a pat on the back or a sincere "Thank You!" and as early as during the recruitment process. It can be expressed in numerous forms and in various

degrees during all other phases of volunteer involvement, going right through the time when the volunteer is no longer involved in the organization.

In this study it has been considered appropriate to discuss the subject of volunteer recognition separately for two reasons: first, because of its acknowledged importance in the process of managing volunteers, and second, because of the characteristics of this study's group of volunteers of having been involved in an organization of a short life span. It is believed that in organizations of a long life span recognition of volunteers should be a much more continuous and even an annual process, whereas in organizations of a short life span it is more climax—oriented, being usually more concentrated at the end of the program or when it has reached its peak, or its goal.

The Universiade '83 volunteer program included measures of volunteer recognition both throughout volunteer involvement and at the end of the program, Although the relative value or amount of recognition which was offered by the Corporation may be disputed, it cannot be denied that, in general, volunteers were satisfied with what they received. The survey of the volunteers was once again instrumental in determining exactly what the volunteers' interpretation of the situation was.

Volunteers were asked to evaluate the compensation received for volunteering along three dimensions: compensation in general, material compensation and non—material compensation (shown in Table 4.1). Material compensation referred to objects which volunteers would keep, for example, uniforms, accreditation cards which gave them free transportation for approximately ten days in July and access to the opening and closing ceremonies (and in some cases access to a number of venues), pins, stickers, brochures, and a certificate. Non—material compensation referred to the satisfaction and joy volunteers would derive from the experience of volunteering, the knowledge gained from observation and experience, and the feeling of having been part of the action. The results of this analysis suggest that volunteers believed to have gained significantly more in terms of non—material compensation than they did in terms of material compensation.

These results are in line with what would have been expected. Volunteers, by definition, do not usually get involved in an activity for the material compensation they may derive from it. Therefore, any amount of this type of "token of appreciation" is seen as a bonus. In addition, the simple fact of "having been involved" is, in most cases, sufficiently gratifying to the volunteer. Despite the fact that volunteers do not normally engage in voluntary activity for any stated or formal reward, it has been noted earlier that it is an important part of any volunteer program (long—term, continuous program or a one—time event).

In addition to the material and non—material tokens of appreciation already mentioned other strategies of recognition were used by the Universiade '83 Corporation. Examples of these are a "Games—end party" offered on the last day of the Games to all volunteers involved with the Corporation, also the volunteer newsletter which was intended to keep volunteers in touch with the Corporation making them feel a part of it and ensuring they were informed "before everyone else", i.e., the public at large. Moreover it should be noted that the compensation of volunteers discussed so far, referred mostly to the "working volunteers", i.e., those who worked for a short period of time, usually between two and three weeks. Those volunteers who were involved for a longer period of time (anywhere from six months to three years) are expected to have been driven by a distinctly different motivational forces and such long—term commitment also merits different degrees of recognition.

The recognition of "long—term volunteers" lacked the uniformity and consistency of the program described above. The recognition of committee chairmen, for example, was each department's responsibility and the lack of a corporate policy on the subject resulted in a wide range of approaches towards recognition. In retrospect, although generally satisfactory, the Universiade '83 volunteer recognition system had room for improvement. Several recommendations for the improvement of the system were presented during the interviews (Olson, 1984; Zemrau, 1986) as follows.

It is recommended that recognition events such as parties, barbeques, presentations and the like be organized well in advance and that they should be dealt with as an integral part of

Table 4.1 Amount of Recognition Recieved by Volunteers

Amount of Recognition Volunteers Received in Terms of Material and Non-Material Compensation		
Dimensions	% of volunteers stating little or very little	% of volunteers stating much or very much
Compensation in General	27.6%	57.9%
Material Compensation		
oneself	41.3%	38.7%
others	28.4%	43.3%
Non-material Compensation		
satisfaction	1.2%	86.6%
enjoyment	1.2%	89.1%
knowledge	12.2%	74.4%
part of the action	6.1%	79.5%

the volunteer program. A budget for all the recognition methods to be used (including events and materials) must be planned well in advance and should be consistent throughout the departments and divisions of the corporation. From the discussion on the issue of volunteer uniforming presented earlier follows the recommendation, that uniforms be awarded a relatively high priority during the budgetary planning process whenever possible. One should be reminded that uniforms should be considered a valuable and powerful method of appreciation and as such that its high quality and good taste must be ensured. One must keep in mind that the volunteer should be proud to wear a uniform rather than to be embarrassed about it.

4.3 The Profile of the Universiade '83 Volunteer

The data on the volunteers' biographic and demographic characteristics collected via the survey in this study is the subject of discussion in this section. The data were compared to those published for the 1981 Census of Canada, specifically the Alberta and Edmonton data, and were subjected to a chi—square statistical test of significance. A significance level of at least $p<.05$ was chosen for all variables. A one—tailed level of significance was chosen for only two variables, specifically "household income in 1983" and "level of schooling", while a two—tailed level of significance was chosen for all others. A listing of the statistical analyses performed is presented in Appendix H and the values of *chi—square*, *df* and *p* obtained are indicated below each table included in this Appendix. The comparison of the survey results with the equivalent Census findings enabled a comparison of the profile of the typical Universiade '83 volunteer with the Albertan and Edmontonian population. This is considered to be of importance since it provides a clear indication of whether an overrepresentation occurred in the volunteer population. Seven variables were chosen to be subjected to the chi—square test of significance, they were as follows:

a. age,
    1) age of males,
    2) age of females,

b. gender,

c. marital status,

d. cultural ethnic background,

e. religious preference,

f. level of schooling, and

g. household income in 1983.

It is important to point out, at this stage, that some precautions were taken to assure that as accurate chi—square values as possible be obtained. These precautions relate specifically to the age parameter which varies between the population under study and the Census population. One is reminded that the Census figures are generally representative of the entire population, including individuals between the ages of 0 and 95—and—over, whereas that was not the case in the population of volunteers. As a guideline, the Universiade '83 administration had established a lower age limit of 15 years for all volunteers who were to be accepted into the program. The limit was established on the principle that a reasonable level of maturity was required in order for volunteers to properly perform their duties. This limit was occasionally disregarded in cases when younger individuals demonstrated an adequate maturity level and, in most cases, also possessed valuable expertise in one area or another (e.g., experience as a gymnast). But as a consequence of this "restriction" the group of volunteers 15—and—under was understandably very small — two 14 year olds and one 11 year old. In order to eliminate what was believed to be a potential source of bias this age group was disregarded in the chi—square tests and the Census results were also adjusted, whenever possible, to represent only the population "15—and—over". Had this precaution not been taken, the chi—square values for "age group of respondent" and "marital status", for example, would have been biased, showing that volunteers were significantly underrepresented in the younger age groups while this would, in fact, be a distorted representation.

In the paragraph above it was noted that "the Census results were adjusted, ***whenever possible***, to represent only the population 15—and—over". For some variables it was not

possible to exclude the younger individuals from the figures, as there were no Census tables available which would allow such measure (i.e., they were not broken down by age). Examples of such variables are religious preference, cultural ethnic background and household income. Fortunately, these variables are not believed to be potential sources of bias in this study, as, for example, an individual is not expected to switch religious preferences as a result of turning 15 years of age. Similarly, the individual's cultural ethnic background is an ascribed status and will not change after he/she reaches the age of 15. As a consequence the Census tables were taken as presented.

One other exception in this study, which is worthy of reference, is the variable "level of schooling". For this variable Census tables for "population 15 years and over" were available, however, a difficulty of a different nature existed. When the figures for the population of volunteers (15—and—over) were entered for analysis it resulted that the "less than grade 9" group had zero representatives which is an unacceptable value to perform chi—square tests in the SPSSx program. Although there are methods to contour this problem it was decided, in the light of some preliminary analysis of the results, that the elimination of the "under 15" group for the analysis would not significantly alter the results, i.e., it was found that with or without the adjustment in the age groups of the population of volunteers this would be significantly different from the other populations. Thus, for reasons of simplicity, the three individuals "under 15" were not disregarded in the chi—square test for "level of schooling" (Note that, at the most, this introduced a very small bias in the opposite direction of the one—tailed null hypothesis which could still be rejected at the 0.001 level of significance).

4.3.1 Age

The majority of the Universiade '83 volunteers tended to come from the lower and the upper age brackets with 30.5% of all respondents being between the ages of 15 and 25 years, and 38.4% being over the age of 45 years. It is interesting to note a sharp decrease in voluntary involvement after the age of 65 years, as well as a low rate of involvement between the ages of

25 to 29. In order to investigate whether or not the involvement patterns by age were a characteristic common to both genders, the age of the volunteers was cross—tabulted by sex showing that the greatest differences in numbers participating was between the ages 20—24, 30—34, and 50—65 (see Table 4.2). The low involvement rate of women between the ages of 25 and 35 may be partially explained by the fact that for most women these are the ages during which a family is raised. Consequently there is little time available for voluntary activities. On the other hand, the high involvement rate of women between the ages of 45 and 65 (approximately 40% of all female volunteers) is consistent with the traditional picture of the volunteer in the social services. The middle—aged, middle to upper social class, caucasian, female, tends to be overrepresened (cf., Slack, 1979). This, however, is in contrast to the findings of those who studied volunteer sport administrators (e.g., Bratton, 1970; Beamish, 1978; Hollands and Gruneau, 1979; Slack, 1979; Theberge, 1980). These scholars found the majority of administrators to be males coming, in general, from the middle and upper age brackets. This difference may be explained by the fact that the scholars mentioned above focussed specifically on volunteer sport administrators whereas the sample in the present study, assuming that it is representative of the population as a whole, contained only approximately 1% of administrators and 99% of "working volunteers" (i.e., those involved only for a short period of time). Following this line of reasoning, it seems logical to infer that many of the characteristics of the volunteers in the present sample should not be expected to be comparable to those specific to volunteer administrators, but rather that they may be comparable to those of volunteers in a general sense.

Another observation can be made with respect to the age distribution of the Universiade '83 volunteers. The volunteer sample contained a relatively high number of young individuals, with approximately 30% of all respondents in the 25 and under age brackets. As before, this is in contrast with some of the findings of those who have studied volunteer sport administrators. Slack (1979), for example, found that only 5% of the sport administrators were under the age of 25. Bratton (1970) found a similar trend within the swimming association, where only 7.4%

Table 4.2 Distribution of Volunteers by Sex and Age

sex \ age	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-65	65 +
males	7	3	2	7	4	3	2	5	2
females	7	8	2	1	3	3	4	13	2
Total	14	11	4	8	7	6	6	18	4
	17.1%	13.4%	4.9%	9.8%	8.5%	7.3%	7.3%	23.2%	4.9%

of his respondents were under the age of 29. In the sample which represened the volleyball association, however, Bratton found 56.7% to be in that same age bracket. He attributed the difference to the fact that in swimming most executives were recruited among the parents of athletes whereas in the volleyball association players themselves became actively involved as executives. Bratton (1970:59) noted, however, that there was "a slightly skewed distribution in favor of older people at the higher levels" in both associations. The same trend was observed in the present study. A positive correlation was found between the age and the job category of the respondent. This would tend to indicate that possibly age was a factor taken into consideration as one qualification for higher level involvement.

While there seems to be some disagreement in the literature with respect to patterns of participation and age (Babchuk and Booth, 1969) of volunteers in non—sport related fields (i.e., at what ages involvement increases and/or decreases), the argument seems to center around the middle and upper age brackets, i.e., between the 40's and 60's. There seems to be agreement in the literature on the fact that younger individuals are underrepresented in voluntary associations of all kinds (i.e., sports related or otherwise) (e.g., Babchuck and Booth, 1969; Slack, 1979).

The present population appears to be an exception to this case inasmuch as a high percentage of respondents belonged to the lower age brackets. This may explained on the basis of the fundamental differences which exist between the organizations from which the samples of volunteers were drawn. Explaining further, the organization presently under study was characterized by having a short life—span, its goal or mission having a pre—determined date of completion. All of the other organizations from which samples of volunteers were drawn were of the perennial type and included church—related groups, civic—political groups, unions, recreational groups, sports associations, and others. The present organization differed from the other groups inasmuch as it was a highly publicized one—time event, where a comparatively low level of commitment was required (in terms of hours/year volunteered). In addition, the nature of the activities requiring involvement were of a kind which commonly appeals to the

young. This was due to the high profile nature of the event and the fact that it was a *sporting* event. All these factors associated with the fact that the advertisement and recruitment campaigns were, in great part, geared towards the young in the school system and in universities serve to explain the comparatively high number of young individuals in the Universiade '83 population of volunteers.

4.3.2 Gender

Of the population of Universiade '83 volunteers 55.4% were females and 44.6% were males. The present data shows that the percentage of females was slightly higher in the present group of volunteers than in the population of Alberta and Edmonton. The opposite was true for the male group. The chi—square test to which the data were subjected showed that this percentage distribution was not significantly different from the Edmontonian and Albertan population ($p<.05$). It was particularly interesting to observe that the differences between the groups were not significant in that this is in contrast to the commonly reported overrepresentation of males in voluntary organizations and, further, because the distribution of the genders showed a trend in the opposite direction to that most frequently reported in the literature on volunteers. A number of studies on participation in voluntary associations have found that the majority of volunteers were males (e.g., Scott, 1957; Babchuk and Booth, 1969; Bratton, 1970; Slack, 1979; Hollands and Gruneau, 1979; and Theberge, 1980). Slack (1979:59), in his study, suggested that the greater opportunity for male involvement in the organizations being surveyed might be one of the reasons for greater male involvement, but noted that even when this fact was taken into account the percentage of males involved was still significantly greater ($p<.05$) than the percentage of females. Booth (1972) proposed that the socialization patterns of the genders in regard to sport might be another reason for greater male participation in voluntary associations. In a later study, Slater (1980), who found that gender differences in participation were more pronounced at the lower socioeconomic levels, suggested that this could be due to the fact that women tend to be influenced by patterns of expectation

about their role in society. Moreover Slater suggested that women from lower socioeconomic groups are more likely to comply to the traditional norms and values of society, i.e., playing the role of wife and mother, than women from other socioeconomic strata.

The trend found in the participation rates of males and females in the present study could be related to a number of variables. First, it may be associated with the fact that, in contrast to all other studies mentioned, the present study focussed on the membership of an organization of a short life span of the non—recurrent type. In this kind of organization, voluntary involvement was necessarily shortlived or temporary, was further characterized by minimal advancement opportunities, and was dominated by a relatively autocratic management system, and by low "wages". Thus women who might otherwise have avoided commitments to volunteer in organizations for fear of becoming committed to a long term arrangement but who were nonetheless, attracted to volunteer involvement, might have found in the Universiade a perfect situation. This finding applies specifically to women since, in the traditional role distribution of the genders, they are charged with the domestic labour responsibilities which restrict their time available for voluntary activities. No other findings on volunteer participation in organizations similar to the one presently under study are available (to the best of this author's knowledge) and this makes comparisons between this and other studies difficult at best. The study by Babchuk and Booth (1969) is an exception in that it very briefly mentioned the issue of voluntary participation in ephemeral organizations. Unfortunately, however, their data referred specifically to "types of groups with limited objectives and with relatively short life histories [which] are highly recurrent and... often have a cyclical quality" (1969:41).

Despite this lack of comparable data the characteristics of many of the enrollment opportunities within Universiade '83 Corporation can be paralleled to those which are associated with the notion of a secondary labour market, as discussed by Phillips and Phillips (1983:77—105). These authors noted the existence of a significant division of the labour market. On one end they saw the primary labour market, at the other end, the secondary. At

the latter end were "jobs that paid poor wages, where employment was insecure, working conditions poor, opportunities for advancement minimal, and management frequently arbitrary" (1983:79). When the opportunities for voluntary involvement which existed within Universiade '83 Corporation are considered, it becomes clear that the vast majority of the positions available were comparable to those available in the secondary labour market. Phillips and Phillips further suggested that "the primary labour market is stocked mainly from the majority male labour force" (1983:86) while "the secondary had a preponderance of racial and ethnic minorities, young people, and women" (1983:79). Thus the results obtained in the present study are not totally surprising if one accepts the premises set out by Phillips and Phillips.

The issue of the involvement pattern of the genders within Universiade '83 Corporation, however, is believed to be more complex than the above discussion of the divison of the labour market suggests. In addition to this problem, one must consider a number of other variables which help explain the data. Examples of these are the typology of the organization under study, the fact that Universiade '83 was mainly a sport related organization (this is known to introduce certain biases in terms of involvement opportunities), and also one must consider the distribution of the genders within the organization.

In order to investigate the issue in further detail, two variables "reason for involvement" and "gender", were cross—tabulated (see Appendix H). The cross—tabulation in this study showed that as many as 13.5% of the men responded "use knowledge" as a reason for involvement as compared to 2.2% of the women. Similarly, 8.1% of the men responded "get experience" to this question as compared to 2.2% of the women. On the other hand, 22.2% of the women vs. 13.5% of the men replied "to meet people and athletes" and 33.3% of the women vs. 21.6% of the men said "it seemed like an interesting and fun experience". Women also outnumbered men when responding "to help my community". It would seem that this distribution in volunteer roles of the genders is again related to traditional patterns of behavior. While men are expected to "use their knowledge" and to strive for acquiring more knowledge

and experience, women in the group sampled generally expected to play the role of the "good hostess" by meeting and welcoming people and responded to questions of rationale by focussing on humanitarian reasons for volunteer participation. The results seem to support the discussion put forward in the literature on labour market, as discussed earlier, as well as the findings of other scholars who focussed specifically on participation rates in voluntary organizations, such as Babchuk and Booth (1969), Booth (1972), Slack (1979), Reichlin (1981), and others.

These differences in involvement patterns are reflected not only within the organization, i.e., the levels of the organization where men and women tend to be represented, but also in the reasons which lead them to voluntary work (as discussed above) and, not least, in the type of organization they select for involvement. With respect to the latter, Babchuk and Booth (1969) found that men tend to belong to different types of groups than women. These authors (1969:40) found that

> Men, irrespective of age and family status, were four times as likely as women to belong to ... instrumental groups. Such membership in instrumental groups were, of course, consistent with the intrumental role characteristically played by men in American society.

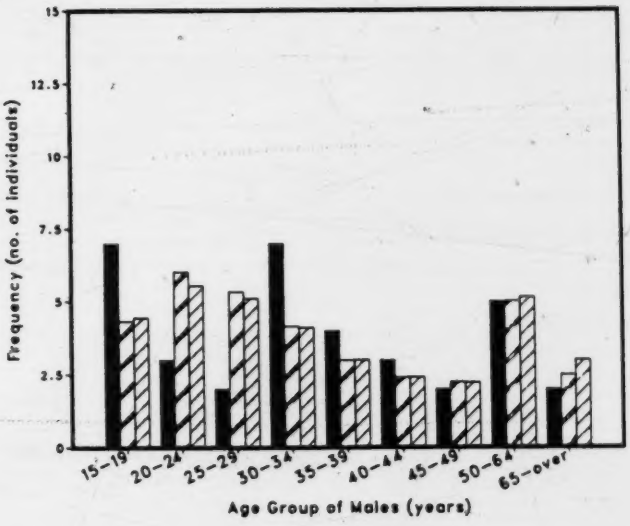
In a later study Booth (1972) reported findings which were consistent with the distribution of the genders outlined above. He suggested that

> females are more likely to join church and recreation groups; while men join governing boards, job—related and fraternal—service groups.... Thus we expected that more men than women would belong [to instrumental associatons]. Moreover, in such groups women would be relegated to canvassing and secretarial duties. ...more women than men were expected to belong to such groups [i.e., expressive groups]. However, expressive groups would be led by men (Booth, 1972:188).

Earlier in this study the Universiade '83 Corporation has been described as having the characteristics of an instrumental organization. Thus, the review of the literature suggests that one should expect a higher percentage of males in this organization. Males did, in fact, outnumber females in leadership positions, however, the fact that slightly more females (55.4%) than males (44.6%) were involved in the organization as a whole can be explained, in part, on the basis of (a) the size of the organization, (b) the uniqueness of the event and consequently of the organization, and (c) the demographic characteristics of the volunteers.

Explaining further, point (a) above, the size of the organization, promoted the involvement of a greater number of females since in an organization of this size (i.e., approximately 20,000 active members) the number of "low rank" positions (which are those more commonly filled by females) overwhelmingly outnumbered the "high responsibility" administrative type of positions (commonly filled by men). Thus, in contrast to most "average size" intrumental organizations, females could be expected to outnumber males. Note, however, that the top executive positions were still predominantly held by men. With respect to point (b), the uniqueness of the event and the organization, this can also be expected to attract a greater number of females than other, less unique, types of instrumental organizations. This is because organizations such as Universiade '83 are associated with an image of "welcoming the world" or "being a good host", roles in which women are socially led to perform best. Finally, with respect to point (c), the demographic characteristics of the volunteers, this also promoted a more homogeneous distribution of the genders. It has been noted earlier that sex differences are less prevalent among individuals of higher socioeconomic status (e.g., Slater, 1980). The Universiade '83 volunteer membership ranked very high on all measures of socioeconomic status (as will be discussed later), thus women could be expected to be in less disadvantaged position for involvement.

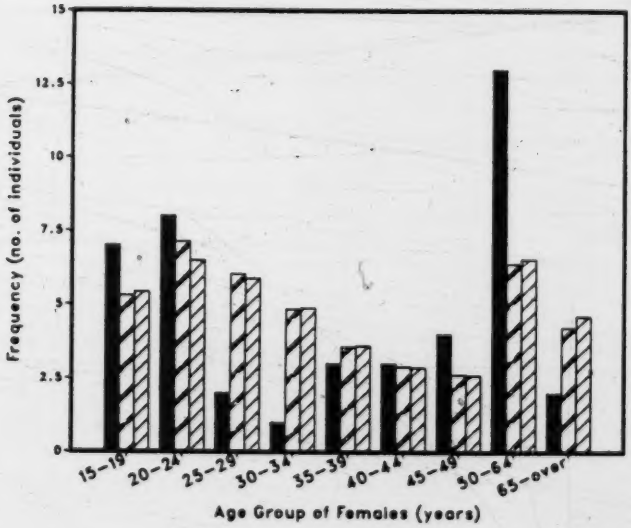
Having considered points (a), (b), and (c) above as possible explanations for the fact that women outnumbered men in the Universiade '83 Corporation, the issue of the distribution of the genders, as it varied with age, was also considered. The analysis of the male and female groups when subdivided into age groups again showed no significant differences from the municipal and provincial figures, but different involvement patterns of the genders with respect to age were found, as shown in Figures 4.6 and 4.7. With only three age group exceptions (15—19, 25—29, and 65—over) males and females showed opposing involvement patterns. The highest concentration of male volunteers was found between the ages of 25 and 44 with 45.0% of the respondents in this interval, and only 20.9% of the female volunteers in that age bracket. The next 20 year interval, i.e., from 45 to 65 years, showed the opposite: 39.5% of the females



Edmonton: χ^2=7.839 df=8 p<0.449

Alberta: χ^2=7.409 df=8 p<0.493

Figure 4.6 Males by Age Group



Edmonton: χ^2=15.218 df=8 p<0.055

Alberta: χ^2=15.099 df=8 p<0.057

Figure 4.7 Females by Age Group

and only 20.0% of the males were in that age bracket. Male involvement was found the highest between the ages of 15—19 and 30—44. Female involvement peaked between the ages of 15—24, it decreased in the late 20's up to the late 40's, peaking again between the ages of 45—65. A number of scholars have also observed this trend in the distribution of the genders by age group. Some examples are the works by Babchuk and Booth (1969), and Slack (1979). Babchuk and Booth (1969:43) suggested that

> The reason for later involvement of women ... is probably linked to the family life cycle. It is at this point in the family life cycle [i.e., after their children are grown] that many married women enter the labour market (or re—enter after long absence) and can pursue a job away from home... they also become involved in voluntary groups.

Slack (1979:61), who observed the same trend in his study of volunteer sport administrators, noted that this difference might be partially explained by the fact that

> for most women these are the ages [25—44 years] during which a family is raised. As a result of this, time is not available for involvement in a sport association.

The issue of gender inequality in organizations has been extensively discussed by a number of authors (e.g., Epstein, 1970; Perucci, 1970; Williams et al., 1974; Sherif, 1975; Kanter, 1977; and Slack, 1983b). The major factors associated with gender inequality in organizations seem to be historically related. Early researchers (of which most were men) tended to explain sex differentiation by reference to differences in biological characteristics and socializations patterns (Slack, 1983b:59). Kanter (1977:422), as cited by Slack (1983b), noted that "there is no research evidence that yet proves a case for sex differences in either leadership style of aptitude". The emphasis in recent studies, however, has shifted from that which attributed women's inadequacies for organizational work to biological and socialization factors, to one which looks at the structural conditions which affect female involvement in organizations. Slack (1983b:59) has noted that

> One of the most difficult problems that women face in obtaining and keeping the better management jobs is what is termed the double standard of performance. Essentially this may be taken to mean that not only are women required to be better qualified than men to obtain a job, they must also perform better in the job in order to be evaluated at the same level... Apparently this double standard of performance still exists because many people still retain a misconception of the abilities of women.

Some of the conditions which affect women's involvement in organizations, as identified in the literature, are: (1) the concept of double standard of performance, (2) the mentor system, (3) self—exclusion, (4) limited access to resources, (5) sextyping of occupations, and (6) limited access to informal social cliques. The data available in this study limited the degree to which the existence of these conditions could be examined. Nonetheless, it became obvious that some of these conditions were clearly present in the Universiade '83 Corporation, as has been discussed earlier in Section 4.2 (see, for example, p. 81). It has been identified, for example, that (a) women were often kept from being represented at high corporate levels as a consequence of the mentor/protege system, (b) the limited access of women to resources such as political and/or business contacts, also restricted them to occupying lower level positions, (c) the practice of "sextyping of occupations" resulted in women assuming mostly canvassing and secretarial types of activities. In conclusion, a combination of these factors (i.e., the structural conditions of the organization, the division of the labour market, and the characteristics of ephemerality of the Corporation), help provide an understanding of the role distribution of the genders which existed during the Universiade '83.

4.3.3 Marital Status

It was observed that 55.4% of the population of volunteers were married, 39.8% were single and only 4.8% were widowed, divorced or separated. This distribution was not significantly different ($p<.05$) from either the Edmontonian or Albertan populations. As with the variable gender, the observed values were generally not significantly different from the expected values but, as before, when analysing the results one notices a slight, albeit not significant, trend in the opposite direction to what has commonly been reported in the literature on volunteers (e.g., Scott, 1957; Hausknecht, 1962; Babchuk, 1969; Babchuk and Booth, 1969; Slack, 1979). All of these researchers found significantly higher levels of participation of volunteers who were married. Slack (1979:62), for example, observed a significantly higher ($p<.05$) percentage of married volunteers and less than 50% of the expected frequency of

singles in his sample of volunteer sport administrators. In the present sample, although the number of married volunteers also surpassed the number of singles, the group of singles was at least 30.0% larger than the expected value from any other of the two populations. This may be a consequence of the large number of young individuals in the sample, which is a characteristic that differentiates this study's

Babchuk and Booth (1969), who studied voluntary group participation over a four—year period, also found higher rates of participation among the married. They attributed the greater number of reported memberships among the married to intrafamilial pressures, suggesting that

> The influence of one spouse on the other might also contribute to the higher rate of affiliation of the married compared to the single, widowed, divorced, and separated (Babchuk and Booth, 1969:41).

Although in this study no statistics were kept on the number of individuals who reported having "invited" a spouse to volunteer along with them, many spontaneously reported that they had done so. Individuals were only asked if they had invited a friend or a relative to volunteer, and 57.0% answered YES to that question.

4.3.4 Cultural Ethnic Background

It was found that the population of Universiade '83 volunteers was predominantly of British descent, followed by West Europeans and East Europeans. It was determined that the ethnic pattern was not significantly different ($p<.05$) from the Edmontonian and Albertan populations. These results are comparable to those of Bratton (1970) who also found a large percentage of administrators involved in volleyball and swimming associations to be of British descent. The findings only partially parallel those of Slack (1979) who, when studying volunteer sport administrators at the provincial level, observed the higher percentage of individuals of British descent to be ***significantly higher*** ($p<.05$) than the provincial figures.

The findings suggest, unlike in Slack's long—term voluntary sport associations, that the present study's disproportionate concentration of individuals of British descent in the

population may simply parallel that of the city and the province and that the cultural background of individuals per se may not be associated with rates of participation. One is reminded of the observations made in the section of "international considerations" on volunteerism in Chapter 2 where the fact was discussed that groups of British background have been exposed to research more often than others, not necessarily meaning that they do volunteer more often, or that there is a definite correlation between their background and volunteering. It is felt that more research in this area is needed before any kind of categorical statement can be made with respect to the relationship between ethnicity and rates of voluntary involvement.

4.3.5 Religious Preference

The population of Universiade '83 volunteers, in terms of their religious preferences, was not significantly different ($p<.05$) from the Edmontonian and Albertan populations. In the group of volunteers the highest representation was found among the Protestants with 48.3% of individuals in that category. Of those, 20.0% reported that they were United Church members, and only 5.9% noted that they were Anglicans. The remaining 22.4% were classified in other sub—categories of Protestantism. Catholics accounted for 25.9% of all respondents, followed by 12.9% with no religious preference. It is interesting to observe that the category "other" contained over 50% more respondents than would have been expected. In the group of volunteers 12.9% of the individuals belonged to the "other" category, while in the population of Edmonton and Alberta only 6.9% and 4.6% respectively did so. It is suspected that the fact that Universiade '83 had more individuals affiliated with "other" religious groups can be accounted for by the high number of East Europeans, Asians, Hindus and others, who were supposedly attracted to Universiade '83 by the international flavour of the event.

4.3.6 Level of Schooling

The level of schooling of the population of Universiade '83 volunteers was found to be significantly higher ($p<.05$) than that of the Edmontonian and Albertan populations. The volunteers were consistently overrepresented in the higher levels and underrepresented in the lower levels of schooling and in the trades. Figure 4.8 is a graphic summary of the results obtained for this variable. Approximately 47.0% of the Universiade '83 volunteers had attended a University (with or without diploma); 26.5% of the volunteers held bachelor degrees or higher. In comparison, only 8.1% and 7.3% of the other two populations had representatives at the university level, and only 9.7% and 7.9% held bachelor degrees or higher. In contrast, studies on volunteer sport administrators (e.g., Bratton, 1970; Beamish, 1978; Slack, 1979) have found even higher percentages than those reported in this study with respect to the volunteers' level of education. The higher number of younger individuals in this study's population in comparison to most others, as well as the essentially different characteristics of the positions held by the volunteers in the various studies, may account for these differences in percentages, although the trend is in the same direction in all the studies under review. Not surprisingly, those volunteers who seek and hold administrative positions as volunteers are also those who fall in the higher categories of schooling when compared to those volunteers who choose to participate as ball—boys, drivers, guides, ticket sellers, and the like. The true importance of these findings lies not so much in what types of volunteers are categorized in the different levels of schooling but rather in the fact that, no matter how simple the voluntary activity the individual is involved in, he/she falls in significantly higher categories of schooling than the general population. It has been suggested earlier in Chapter 2, that this may be due to patterns of socialization of individuals of different socioeconomic backgrounds and, more specifically, of different educational background.

The findings reported here are also consistent with what is most commonly reported in the literature in terms of the lower percentage rate of volunteers in the trades. The data from this study endorses the trend that the participation of white collar workers predominates in

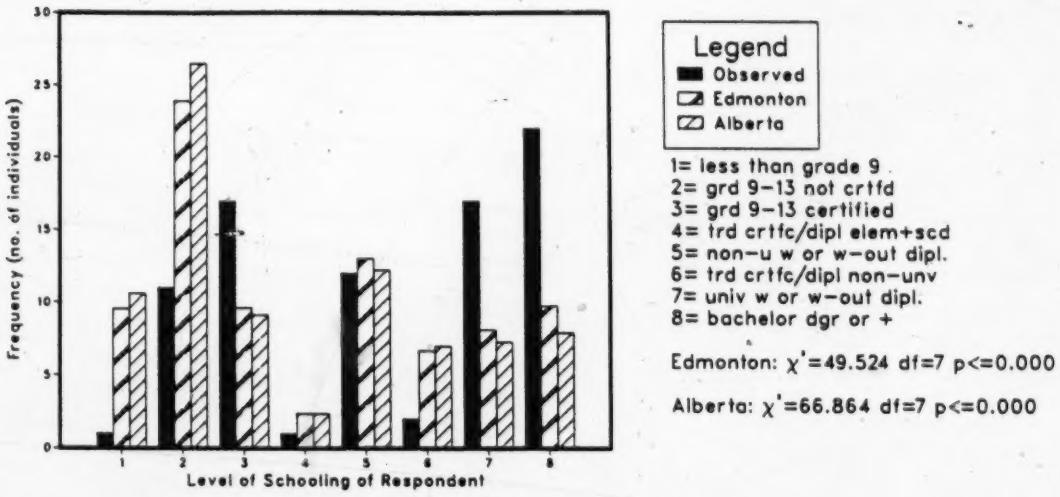


Figure 4.8 Level of Schooling — Volunteers, Edmonton and Alberta

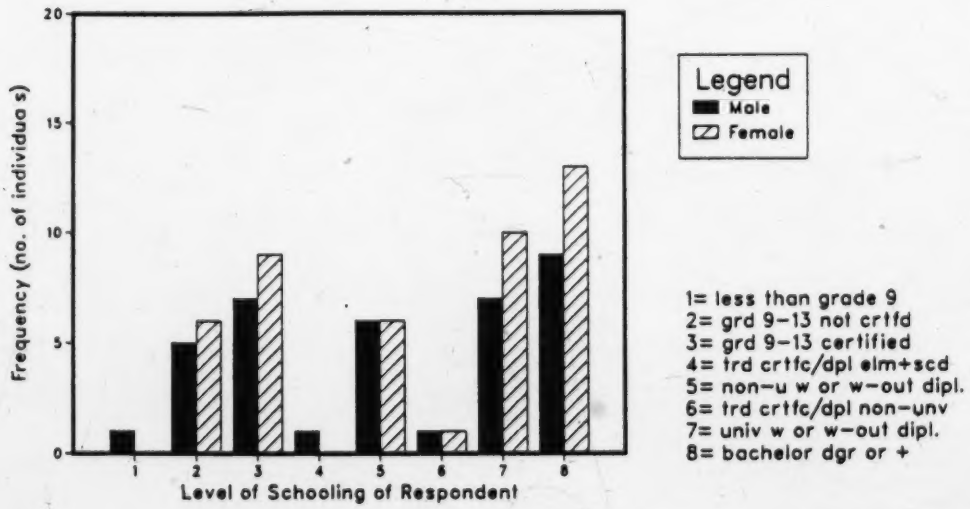


Figure 4.9 Level of Schooling by Gender

voluntary associations. Axelrod (1956:16) has suggested that "the factory worker at the conclusion of his day's work may dismiss his work from his mind. The professional or the executive finds the dividing line between his work and his other activities a tenuous one". He further suggested that one can expect

> ...the high status person to join with others, who are in a similar position, in such organizations as will safeguard his position. In addition, high status represents a convergence of many kinds of interests arising in part from higher education, more and more varied contacts, and interaction arising from demands of the occupational role (ibid., 1956:16).

For illustrative purposes, the males and females of this sample were analysed separately in terms of the variable level of schooling. As indicated in Figure 4.9 it was observed that, generally, females showed higher levels of schooling than did males. This is partially accounted for by the fact that the females in the sample were generally older than the males (consequently they also had a chance to be higher in the levels of schooling). On the other hand, this may be an indication of the fact that educational status may be more a determinant for involvement in voluntary activity for females than for males (see observations on gender inequalities in Section 4.3.2) Unfortunately, definite conclusions cannot be made at this point as data on this subject is not readily available. Thus, this remains as another area in the study of volunteers which would benefit from further analysis.

The review of the literature has shown that a number of sport and non—sport related studies have looked at participation in voluntary associations, focussing on measures of socioeconomic status, such as income, education, and occupation. A few examples of such studies are those by Scott (1957), Hausknecht (1962), Axelrod (1956), Booth, Babchuk and Knox (1968), Bratton (1970), Curtis (1971), Beamish (1978), Hollands and Gruneau (1979), Slack (1979), and Fitness and Amateur Sport (1983), all of which have observed that predominantly individuals of higher economic status seek enrolment in voluntary associations. Bratton (1970:62), for example, noted that 47.0% of the executives in the swimming and volleyball associations in his study had completed a university degree, while the national figure

was less that 10%. He further noted that

> The disproportionate representation of the educated elite is, perhaps, understandable in volleyball because of that sport's primary association with educational institutions. The situation in swimming is not so easily explained. The heavy representation of highly educated persons among the executive is most likely linked to the achievement motive (Bratton, 1970:62).

Hollands and Gruneau (1979:14—16), in a broader study, reported comparable results. They found that 34% of the 1955 executive, 37% of the 1965 executive, and 62% of the 1975 executive had finished university, as compared to national rates of 3, 4, and 5% at comparable points in time. Based on the knowledge about the way in which class structures have reproduced themselves in capitalist societies and about the relationship of class reproduction and education, Hollands and Gruneau (1979:27—32) have offered possible explanations for their findings. Hollands and Gruneau, as well as others (e.g., Slack, 1983b), have discussed a number of factors which may be associated with individuals' involvement in voluntary associations. The most commonly discussed factors are the individuals' (a) access to resources in social life, (b) the practice of social closure, (c) the existing authority structure, and (d) the social division of labour, all of which have been discussed earlier in this dissertation. Although the data available in this study limited the degree to which the existence of these factors could be investigated within the Universiade '83 Corporation's structure, factors such as the access of individuals to resources in social life, the practice of social closure, and the social division of labour, were clearly present within the Corporation. The socioeconomic data in this study (see also Section 4.3.7) reflected the Universiade '83 membership's privileged standing in Canadian society. In addition to having achieved high levels of schooling, the typical Universiade '83 volunteer also belonged to the highest income brackets. A combination of these factors associated with the cultural heritage these individuals are likely to have inherited from their fathers (cf., Hollands and Gruneau, 1979) provides access to a number of resources in social life. These resources, in turn, enable individuals to find time and interest in joining voluntary organizations. Those individuals who achieve certain corporate levels and, in doing so, associate with individuals of similar interests and backgrounds, are likely to practice what is known as "social closure". The

practice of social closure results in the "screening" of individuals who are "allowed" to join organizations. In this context, those individuals who "don't fit" in the group, or those whose involvement will not "benefit" the group in some way, find it very difficult to be accepted into such groups. Often individuals' involvement is "regulated" by those who recruit members, for example, by seeking individuals for certain positions among those who have management experience (cf., Slack, 1983b). This practice has been identified in voluntary organizations as much as in those seeking profits, and the Universiade '83 Corporation was no exception. Finally, the social division of labour may closely be tied to the other factors already mentioned. Those individuals who have traditionally assumed "low rank" positions in the labour market are also those who are more often negatively affected by the practice of social closure, and are also those who have more limited access to resources in social life. Women, those in lower income groups, and individuals from ethnic and religious minorities are commonly those who find themselves in the lower rank labour positions in society. With respect to these factors, Hollands and Gruneau (1979:33) concluded that

> When these processes are coupled with the demands that are associated with administration in what appears to be increasingly "instrumental" and bureaucratized national sporting associations it seems clear why the most recent executives in our study come from such a specialized group in the Canadian society.

The present findings are certainly in line with what would have been expected from the review of the literature. The slightly smaller disproportion between the present population and the provincial and municipal populations, found in this study, can be explained on the basis of (a) the age differences between individuals in the present study and those in others', (b) the fact that many of the studies focussed specifically on sport executives, which were a minority in the present group. Nevertheless, there seems to be little doubt of fact that volunteers tend to be from the highest educational levels.

4.3.7 Household Income in 1983

The distribution of the Universiade '83 volunteers in the income groups was significantly different from the Edmontonian and Albertan populations ($p<.05$). Although the

three populations could be represented in the form of a negatively skewed curve, the one for the population of volunteers would be more distinctly skewed in a negative direction than the other two. Figure 4.10 serves to illustrate this assertion. These findings are consistent with the notion of volunteers generally belonging to the upper socioeconomic strata of society.

At this point, the following observations are timely. First, the household income was chosen over personal income for this analysis since it was believed that the high percentage of young individuals, students, and women in the sample of volunteers (generally low income groups) would significantly lower the average income bracket of the group. Furthermore, especially where the percentage of young individuals and women is high, household income is a much better measure of the socioeconomic stratum the individual belongs to than his/her personal income. The cross—tabulation of "income in 1983" by "sex" (see Appendix H) shows that, in fact, of all the individuals with a yearly income of less than $10,000, 65.5% were women. Of those individuals with a yearly income of $22,000 or more, 72.0% were men. Furthermore, the cross—tabulation of "income in 1983" by "household income in 1983" showed also that many of the individuals below the $10,000/year income belong to households of over $30,000/year incomes. Moreover, the cross—tabulation of "job category" by "income in 1983" and by "household income in 1983" showed some positive correlation between the first two parameters and virtually zero correlation between the "job category" and "household income" (see Appendix H), showing that jobs were probably not assigned on the basis of socioeconomic standing but rather, as would be expected, on the basis of age and/or personal experience.

The 1981 Census records were compared to the volunteer income group for 1983. Allowing for the increase in Consumer Price Index in Canada in 1982 the figures still reflect the high percentage of volunteers belonging to the upper income brackets. While 69.5% of all respondents came from households earning $30,000/year or more only 16.5% in Edmonton and 15.3% in Alberta fell in this category. Slack (1979:70—1), who also looked at income in his study of volunteer sport administrators, reported that "73% of sport administrators in this

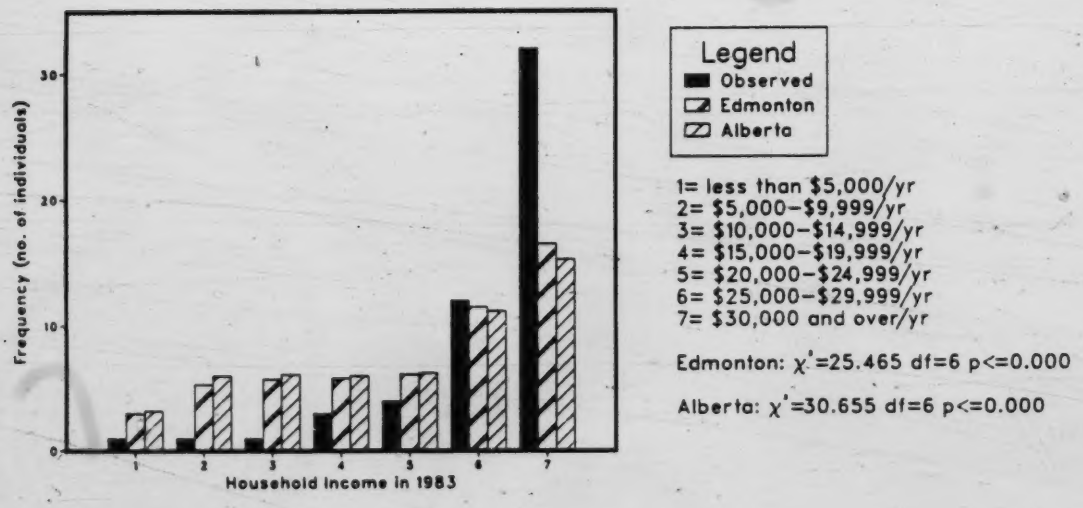


Figure 4.10 Household Income in 1983 — Volunteers, Edmonton and Alberta

study had total family incomes in excess of $22,000" as compared to 33% in the province. Beamish (1978) showed that over 80% of the administrators national associations belonged to the top 20% of the national income bracket. The evidence seems to leave little doubt of the fact that volunteers in sport, and other areas than sport, tend to belong to the upper socioeconomic strata. As discussed in the preceeding Section (see pp. 137-138), a number of possible explanations have been presented in the literature (cf., Beamish, 1978; Hollands and Gruneau, 1979; Slack, 1983b), for the higher representation of individuals of the upper socioeconomic strata. Slack (1983b) has built on Hollands and Gruneau's conclusion, finding that, in his study of the Canadian Amateur Swimming Association (Alberta Section), these authors' analysis could be confirmed. In addition, Slack (1983b) demonstrated that the bureaucratic structure of the association under study also served to maintain and reinforce the advantaged position that certain socioeconomic groups found themselves in.

4.4 Summary

This study has provided several interesting findings. The first pertains to the operation and management of a program created to co-ordinate a large number of volunteers. The volunteer program of Universiade '83 Edmonton Corporation was the subject of analysis. The time—frame under which the program operated as well as the manpower required were described and critically analysed. The strengths and weaknesses of the program were discussed in the light of the administrator's evaluations, this author's evaluation, and with correlates to selected portions of the literature.

The second area concerned selected characteristics of the volunteers who helped in the staging of the 1983 Games. It was observed that the characteristics of this study's volunteers differed only slightly from those commonly reported in the literature. The Universiade '83 group of volunteers was found to comprise a higher percentage of young individuals, singles, and women than other volunteer groups previously studied. In terms of their ethnic origin, religious preferences, level of schooling and income groups the Universiade '83 volunteers were

found to qualify similarly to other studies' groups.

The information generated through this study is expected to contribute towards a better understanding of the ample and important phenomenon known as volunteerism. The study has included the analysis of the volunteers who were active in one organization of a short life span as opposed to perennial organizations and the differences in the volunteers' biographic and demographic characteristics encountered are believed to be associated with that fact. The study has also included the analysis of a program created to effectively manage large numbers of volunteers, presenting a discussion on its strengths and weaknesses. The understanding of the principles of volunteer management, along with an insight into the individual's characteristics will enable organizers and managers to provide better, more efficient and effective programs.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary and Conclusions

The purpose of this study was twofold. The first concern was the analysis of the volunteer management program of the Universiade '83 Edmonton Corporation, developed for the 1983 World University Games in Edmonton. The objective was to provide a descriptive analytical account of the structure and certain processes of the Universiade '83 Edmonton Corporation. The second problem was to investigate the nature of selected characteristics of the organization's voluntary membership, namely selected biographic and demographic characteristics.

5.1.1 Methods and Procedures

The methods, procedures and considerations for gathering data were outlined in this chapter. The data were collected from three groups, namely:

a. the organizers and administrators of the volunteer program,

b. a sample of the population of volunteers who worked during the 1983 World University Games, and

c. a collection of organizational documents.

To collect the information from these groups, three data gathering techniques were used:

a. *focussed interviews*, with the organizers and administrators

b. *survey research*, with the volunteers, and

c. *content analysis* of organizational documents and existing data.

Initially seven subjects who acted as organizers, administrators or were otherwise closely involved with the volunteer program, were selected to be interviewed on the basis of the positions they held and on their availability and willingness to be consulted.

A sample of the population of volunteers was then selected for investigation. Two data gathering techniques were used, namely:

a. telephone interviews, and

b. self—administered mail questionnaires.

The questionnaire for both the telephone and the mail surveys was the same in content but not in format. After the completion of the questionnaires the data were coded and entered into the computer for subsequent analysis using the SPSSx program (Statistical Package for the Social Sciences — 1983 Version). The survey is considered to have been sucessful, with a high response rate of 88.0%, a completion rate of 57.0% and a noncontact rate of 27.0%. No substitutions were made. The results of this survey allowed a characterization of the profile of the 1983 Games's volunteer.

Finally, the third data gathering technique used in this study was content analysis of organizational documents and existing statistical data. The three methods for the collection of the data used in this study were found to have been adequately chosen. The outcome was an extensive collection of data from which interesting conclusions could be drawn.

5.1.2 The 1983 Games

Chapter 4 has provided, initially, a short review of the World University Games' and Universiade '83 Edmonton Corporation's history. Universiade '83 Corporation was created in October, 1980, and centered on a Board of Governors representing the interests of three groups, namely the city, the university, and the public—at—large. A short review of the 1983 Games' impact on the city of Edmonton and its legacy was also presented. The 1983 World University Games were attended by 87 nations, 6,311 athletes, 1,044 team officials, and 2,565 cultural participants, and they were staged by a staff of 196 persons and some 19,000 volunteers.

5.1.3 The Universiade '83 Edmonton Corporation's Volunteer Department

An attempt was made to analyse the Universiade '83 Volunteer Department in terms of its organizational structure, the time frame under which it operated and its effectiveness in terms of management of the volunteer program. It was indicated that the Volunteer

Department was formed by four committees. The Volunteer Information Service Committee was formed and became operational in April, 1982, whereas the terms of reference for the Volunteer Recruitment, Orientation and Training Committees were not established until October, 1982. Volunteer Recruitment rallies were held in February and March, 1983, followed by volunteer orientation and training sessions ongoing between April and June, 1983.

Three areas were identified as having been the major problem areas. First, during the processes of volunteer accreditation and uniforming, whose co—ordination was not under the direction of the Volunteer Department, a number of situations of interunit as well as interpersonal conflict were reported. Second, the lack of communication, collaboration and interaction between departments and divisions of the organization was identified as a major problem area. Interunit conflict often resulted from this condition and, in turn, contributed towards further deterioration of the communication and interaction channels. The third problem area was identified as being the Planning Department's role with respect to lower organizational levels. It was recommended that the planning staff be sufficiently large and competent enough to offer support and consultation, as required, to all corporate levels.

The processes of volunteer recruitment, placement, orientation, training and recognition were examined. It was concluded that, in general, four of the processes, namely, volunteer recruitment, orientation, training and recognition were handled successfully. The recruitment of volunteer was done both through the *direct* and *indirect* recruitment methods. The Recruitment Committee was responsible for organizing six recruitment rallies and for co—ordinating contingency recruitment ongoing to the Games, while the divisions were responsible for doing the direct recruitment of specialized volunteers. The orientation was co—ordinated and planned by the Orientation Committee. It was also responsible for developing orientation packages and instructional materials. Trainers from the departments and divisions were trained by the Orientation Committee to orient the volunteers using the packages and materials provided. In total, 174 sessions were held.

The training of volunteers was handled in a similar fashion by having the Training Committee train the trainers from the divisions and departments. This process differred from the orientation process inasmuch as the training packages had to be designed individually, according to the groups' needs. Thus, trainers were trained not only to disseminate information to volunteers but also to develop their own packages. The Training Committee developed a package containing information on principles of adult education, education of volunteers, principles of training and development, a training film, and a handbook to be distributed to volunteers. This system was characterized by giving the divisions and departments ownership of the training process while offering them support to do so, thus increasing commitment and a sense of shared responsibility.

The recognition of volunteers was analysed from two perspectives: the Corporation's and the volunteers'. It was found to have been generally adequate. Most volunteers indicated that they have gained from the experience mainly in a non—material sense. Nevertheless, although the non—material compensation aspect of the volunteer experience was assured by the organization, material compensation failed to reach the same levels of positive response. It was concluded that it must also be well planned and budgeted. It was found that providing volunteers with mementos such as stickers, pins, t—shirts, handbooks and uniforms is important. Support materials and services, such as free bus transportation and lunch boxes are also adequate methods of recognition. It was found that recognition events such as "Games—end party" or barbeques should be planned well in advance and be well advertized. Those volunteers on higher organizational levels, and those who have invested a considerable amount of time and energy should be adequately and consistently recognized, possibly a corporate policy should be provided for that purpose.

The process of volunteer placement was found to have been less than perfect and many shortcomings and problems have been identified. In retrospect, it appears that most of these problems could have been prevented by improving communication channels along all levels of the organization and by the making use of some strategies for dealing with organizational

conflict.

5.1.4 The Profile of the Universiade '83 Volunteer

The results of the survey were also used in the analysis of the Universiade '83 volunteers' biographic and demographic characteristics. These results were compared to selected 1981 census figures for Edmonton and Alberta, and to those of other scholars. Data on seven of these variables were subjected to the chi—square test of significance. These variables were: age (age of males, age of females), gender, marital status, cultural ethnic background, religious preference, level of schooling, and household income in 1983.

It was determined that the Universiade '83 volunteers tended to be both the young (between 15—24) and those over the age of 45. Males and females showed distinctly different involvement patterns in regards to age, males tending to be between 25—44 and females between 15—24 and 45—64 years of age. The lowest years in terms of frequency of female representation where those between 24—34, and it is suspected that this is associated with the fact that for most women these are "child caring" years. Most volunteers were married, however the high number of young individuals in the sample was reflected in the fact that the sample contained at least 30.0% more single volunteers than would be expected, this being in contrast with most other research studies' findings. Volunteers were usually of British, or European descent and belonged to one of two major religious groups, namely Protestant or Catholic. Volunteers had significantly higher levels of schooling than the municipal and provincial populations and they also had significantly higher household incomes than the general population. The evidence leaves little doubt in the fact that volunteers in sport tend to belong to the upper socioeconomic strata of society.

5.2 Recommendations

5.2.1 Recommendations for Future Organizations of a Similar Nature

This study has provided information on a selected volunteer management program and on several characteristics of those who were involved in the volunteer program of Universiade '83. The following recommendations can be made:

a. that volunteers' accreditation be organized and/or operated separately from the accreditation of athletes, media and others;

b. that the planning staff be sufficiently large and competent enough to offer support and consultation, as required, to all corporate levels;

c. that provisions be made early in the planning process for the preparation of an adequate evaluation of the operations and the preparation of intermediate and final reports. This is of paramount importance if today's mistakes are to be prevented from occurring tomorrow;

d. that the recognition of volunteers be considered and budgeted for early in the process. A corporate policy on volunteer recognition would be instrumental in ensuring consistency and fairness of the recognition process;

e. that, due to the unique characteristics of volunteer—staff work patterns, volunteers only be recruited to an organization when an organizational structure has been established. It has been seen that volunteers need and deserve a stable organizational structure which can offer them guidance and support. An organization will benefit from providing a volunteer with a clear outline of his/her duties and responsibilities which can only be accomplished once the organization has established its own structure effectively. This is particularly important in organizations of a short life span, such as the Universiade '83 Edmonton Corporation;

f. that positions such as chairman of a department be filled by a hired person, since the commitment of time and resources required for such positions are immense and can

not realistically be expected from a volunteer.

5.2.2 Recommendations for Further Studies

a. this study was restricted to one non—perennial organization. Other studies should consider similar organizations in different settings, in other provinces of Canada, and/or in other cultures. Comparisons between findings should be made;

b. this study was delimited to the analysis of the Universiade '83 volunteers. The Edmontonian and Albertan population is unique in terms of its political, economical and social characteristics. Furthermore, Edmonton is generally known for having a highly community minded population. Despite this fact, the extremely high turn out of volunteers to participate in the 1983 World University Games was surprising to many international and Canadian observers. There is a need for further studies on the subject, which would allow for a greater generalization of these findings;

c. to the best of this author's knowledge, this study is unique in the sense that it documents the life cycle of a given volunteer management program of an organization of a short life span. In the author's opinion, it would be most useful if this document could be edited and synthesized to the form of a manual or booklet which could be of future use. Such a short versed form should be aimed at facilitating the organization of future sports events, by outlining suggestions for the effective running of a volunteer management program. It should also contain information on common pitfalls and potential problem areas.

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APPENDIX A — Introduction letter for the focussed interview

University of Alberta
Edmonton
Canada T6G 2H9

Faculty of Physical Education and Recreation
Office of the Dean
W1-34 Physical Education Building, Telephone (403) 432-3364

November 22, 1984

Mrs. Jane Doe
11111 11 Ave
Edmonton, Alberta
T1G 1H1

Dear Mrs. Doe,

During the period of July 1—11, 1983 the City of Edmonton, the University of Alberta, the Province and Canada hosted the World University Games (also called the Universiade Games). By everyone's standards of measurement the Games were considered to have been a success. But they could not have been held here in Edmonton without the contribution of effort by thousands of people from Alberta. The volunteer truly made a significant impact on this major sport festival. It is interesting to know that the organizers of the Los Angeles Olympics were so impressed by the volunteer program that they incorporated this strategy in their planning and, as a result thousands of Americans provided volunteer help in the hosting of the Games in Los Angeles this summer.

But not much is really known or understood about the volunteer program. While it is true that a few key people who organized and operated the program were intimately knowledgeable about the structure most of this knowledge remains unshared. A group of us at the University of Alberta believe that we can learn a great deal about the volunteer, the process of recruiting volunteers, training them, providing them with support and supervision, evaluating the program and developing a reward/recognition system. In order for us to fully understand and appreciate the Universiade's volunteer program we are writing to you, as an important person involved in this program, in the hope that you will agree to share with us some of your experiences, your ideas about the value of the volunteer program, its strengths and its weaknesses.

We expect that our initial interview with you would take approximately one hour. Since the process of "remembering" is, itself, difficult we hope that you would agree to allow us to share a second interview after we have had the opportunity to talk with a number of people who were closely involved with the program. In this way, we can ask more pertinent and detailed questions on our second visit. In a few rare cases we may request a third interview to clarify a few specific points.

Once we have the initial information on the program we plan to contruct a questionnaire which would be completed either by telephone interviews or by mailing the questionnaire to former volunteers who helped to host Universiade '83.

We are sure that you might like to know a bit more about the purpose of this study before you commit your time to assisting us. Our ultimate goal is to prepare a book which can be used by other people who plan to develop volunteer programs to aid in the operation of any major community undertaking. To do this we will gather information which will fit under the following general headings:

1. planning, timetabling, and coordinating the program;
2. Identifying volunteer tasks and developing job descriptions;
3. recruiting volunteers;
4. placing volunteers;
5. orienting volunteers;
6. training volunteers;
7. supporting and supervising volunteers;
8. maintaining good communications;
9. recognizing volunteers;
10. evaluating the program.

We believe that the Edmonton experience with volunteers must be shared with others. We hope that you will agree with us and that you will provide us with some of your time so that we can begin the process of assembling the information we need to document the program. If you are willing to help would you please fill in the attached brief form, place it in the self-addressed/stamped envelope and mail it to us.

We sincerely hope to hear from you.

Yours truly,

Ursula S. Heinz

R. G. Glassford
Dean

APPENDIX B — Brief attached form to be completed by interviewee

UNIVERSIADE '83 VOLUNTEER PROGRAM

PARTICIPANTS INTERVIEW

NAME _____

ADDRESS _____

_____

_____

PHONE (home) _____

(work) _____

TIMES AVAILABLE FOR INTERVIEW (please check one or both)

1) weekdays _____ during the day _____

in the evening _____

2) weekends _____ during the day _____

in the evening _____

WHERE WOULD YOU LIKE THE INTERVIEW TO BE HELD

University of Alberta _____

Your home _____

Other (Please specify) _____

DO YOU MIND IF THE INTERVIEW IS TAPED

Yes _____

No _____

YOUR ROLE DURING THE UNIVERSIADE '83

_____

_____

_____

LENGTH OF TIME INVOLVED IN THE PROGRAM

From _____
(month) (year)

To _____
(month) (year)

OTHERS WITH WHOM YOU WORKED

Committees _____

_____

_____

Individuals _____

_____

_____

ANY OTHER INFORMATION YOU WOULD LIKE TO ADD

_____

_____

_____

_____

Thank you for your cooperation!

APPENDIX C — Interview Guide

INTERVIEW GUIDE

Interviewee: .....

Interview #: .....

Date: .....

Place & Time: .....

Goal:

The goal of the interview is to obtain detailed and precise information on the development and operation of the volunteer program of the Universiade '83 Edmonton Corporation's Volunteer Coordinating Committee. The ultimate goal is to collect material that will aid in the composition of a descriptive and analytical document on the subject.

Objectives (areas to be covered)	covered	probe further	Notes
Thinking back on the volunteer program which was used during the WUG what is your general impression of it? What was it in your mind, that stood out the most? Would you like to elaborate on that particular area?			
How did the whole process get started? (Did you just start from "base zero"? When? How many people were directly involved?)			
Did you have some sort of game plan? Was that the one developed in conjuction with the Planning Dept. or did you have other planning devices? Tell me about the planning and timetabling process.			
Tell me about how volunteer tasks were identified (were job descriptions made? When? By whom?)			

Tell me about the recruitment process (when did you start planning for the recruitment process? When did the process start? Who was involved in the process? What kind of material, if any, was used (e.g. job descr.)? How was it advertised? What strategies were used for advertising? How did it turn out, in general terms?			
Tell be about the process of placement of volunteers (who was responsible for that process? How was it done? When?)			

Tell me about the orientation of volunteers (Who was responsible? Who was involved? When was it done? How long did it take? What was your goal? How did it turn out?)			
Tell me about the training of volunteers (Who was responsible? Who was involved? When was it done? How were training committees selected? Were training packages used? Who developed them? Were they evaluated? How did it turn out?)			

Tell me about the support and supervision system (Where volunteers supervised at all? By whom? How? Who developed that system? How did it turn out?)			
Tell me about the communication system? (How was it? Who developed it? Did it work?)			
Tell me about the recognition of volunteers (Did you have different levels; different stages? Who developed that system? Was it appropriate?)			
Tell me about the evaluation of the volunteer program as a whole (Was it done? By whom? When? What were the results?)			

APPENDIX D — Phone Questionnaire

QUESTIONNAIRE - UNIVERSIADE'83 VOLUNTEER PROGRAM

This is Ursula Heinz from the University of Alberta calling. We are conducting a study on the volunteers who worked at the World University Games. Your name was randomly selected from a list of volunteers and we would like to talk to you about your volunteer experience with the Universiade Games. This interview should take about 10 to 15 minutes of your time and your responses will be kept confidential. Would it be OK if I asked you a few questions now?

IF NO: what would be a convenient time for me to call you again?

Please feel free to ask questions at any time and you may withhold your response to any item if you wish. OK?

SECTION I. VOLUNTEER EXPERIENCE

I WOULD LIKE TO START BY ASKING YOU A FEW QUESTIONS ABOUT YOUR VOLUNTEER EXPERIENCE WITH UNIVERSIADE '83.

1. For how long did you work for the Corporation? Did you work during the games only or did you start working some time prior to the games?

Worked during the Universiade Games only .....1 (go to 3)

Started prior to the games.....2 (go to 2)

NR .....8 (go to 2)

DK .....9 (go to 2)

2. Did you start work:

Between 2 weeks and 3 months prior to the Games 1

Between 3 months and 6 months prior to the Games 2

Over 6 months prior to the Games 3

NR 8

DK 9

3. How many different volunteer positions *in total* did you hold with Universiade'83?

One 1

Two 2

Three or more.....3

NR 8

DK 9

4. Would you please give job title of the positions you held in order of time commitments involved?

_____

_____

_____

5. How many, if any, of the positions you held were the positions of your choice?

None 0

One 1

Two 2

Three or more.....3

NR 8

DK 9

6. How did you *first* get involved as a volunteer?

Were you invited by a member of the Corporation.....1 (go to a)

or, did you offer your services.....2 (go to b)

a. Do you believe that that was because of any special skill you possessed?

Yes.....1 (go to 7)

No.....2 (go to 7)

NR.....8 (go to 7)

DK.....9(go to 7)

b. How did you first find out about the possibility of volunteering? Was it

Through a friend or relative.....1 (go to 7)

Through the media (newspapers, TV, radio, etc.).....2 (go to 7)

or was it in some other way?.....3 (go to c)

NR.....8 (go to 7)

DK.....9 (go to 7)

c. What other way was that?

_____

_____

_____

NR.....8

DK.....9

7. Would you please tell me, in your own words, what made you decide to volunteer?

_____

_____

_____

_____

_____

_____

8. Did you invite any friend or relative to volunteer with you?

Yes.....1

No.....2

NR.....8

DK.....9

9. Did you receive a general orientation to your volunteer job, introducing you to the Universiade games and to your role as a volunteer?

Yes.....1 (go to 10)

No.....2 (go to 11)

NR.....8 (go to 11)

DK.....9 (go to 11)

THE FOLLOWING QUESTION CAN BE ANSWERED BY USING A SCALE FROM 1 TO 5 WHERE 1 MEANS "VERY DISSATISFIED" AND 5 MEANS "VERY SATISFIED", OK?

How satisfied or dissatisfied would you say you were with:

	very dissatisfied				very satisfied
a. with the orientation in general	1	2	3	4	5
b. the content of the orientation received	1	2	3	4	5
c. the format in which you received the orientation	1	2	3	4	5
d. the individuals who presented the orientation to you	1	2	3	4	5

11. Did you receive any job specific training?

Yes.....1 (go to 12)

No.....2 (go to 16)

12. Approximately how many minutes or hours of training did you receive?

0 to 30 min.....1

30 to 60 min.....2

60 to 90 min.....3

90 min and over.....4

NR.....8

DK.....9

13. How satisfied or dissatisfied would you say you were with:

	very dissatisfied				very satisfied
a. the quality of training received	1	2	3	4	5
b. the kind of information you received during training	1	2	3	4	5
c. the amount of information you received during training	1	2	3	4	5
d. the way in which information was presented to you	1	2	3	4	5
e. the individuals who trained you	1	2	3	4	5

15. How much or how little would you say that your performance was improved by the training received?

Very Little				Very Much
1	2	3	4	5

16. How much or how little would you say that your fellow volunteers' performance was improved by any training they may have received?

Very Little				Very Much
1	2	3	4	5

THE FOLLOWING QUESTIONS DEAL WITH THE COMPENSATION YOU MAY OR MAY NOT HAVE RECEIVED FOR VOLUNTEERING. COMPENSATION HERE CAN MEAN ANYTHING YOU MAY HAVE GOTTEN OUT OF VOLUNTEERING. PLEASE ANSWER THEM ON A SCALE FROM 1 TO 5 WHERE 1 MEANS VERY LITTLE AND 5 MEANS VERY MUCH.

17. How little or how much compensation, in your opinion, did you receive for volunteering?

Very Little				Very Much
1	2	3	4	5

18. How much of the compensation you have received for volunteering, if any, would you say were material things such as uniforms, pins, stickers, free tickets, or certificates?

Very Little				Very Much
1	2	3	4	5

How little or how much material compensation would you say that other volunteers with whom you worked received for volunteering?

Very Little				Very Much
1	2	3	4	5

Would you say you received more, less or about the same amount of material compensation that your fellow volunteers did?

more.....1

less.....2

about same.....3

NR 8

DK 9

Using a scale from 1 to 5 where 1 means very unlikely and 5 means very likely please tell me how likely or unlikely it is that:

	very unlikely				very likely
a. you knew before volunteering that you would be receiving material compensation	1	2	3	4	5
b. how likely or unlikely is it that this affected your decision to volunteer	1	2	3	4	5
c. how likely or unlikely is it, in your opinion, that other volunteers' decision was affected by knowing that they would receive material compensation	1	2	3	4	5

22. Using a scale from 1 to 5 where 1 means very little and 5 means very much, please tell me how little or how much you received in terms of:

	Very Little				Very Much
a. satisfaction	1	2	3	4	5
b. enjoyment	1	2	3	4	5
c. knowledge / experience	1	2	3	4	5
d. being "part of the action"	1	2	3	4	5

THE FOLLOWING QUESTIONS DEAL WITH GENERAL ASPECTS OF YOUR VOLUNTEERING EXPERIENCE.

24. We would like to know if you ever phoned the Volunteer Information Center for any information at all? Please answer if:

Never 0

Once.....1

Twice.....2

three times or more 3

NR 8

DK 9

25. On a scale from 1 to 5, 1 meaning Not useful at all and 5 meaning Very useful, please tell me how useful you would say that the Volunteer Information Center was?

Not Useful at all				Very Useful
1	2	3	4	5

27. How much did you mind having to spend of your own money?

I didn't at all				Very Much
1	2	3	4	5

28. Was it difficult for you to arrange for time slots for volunteering? Please answer using a scale from 1 to 5, 1 meaning Not difficult at all and 5 meaning Very difficult.

Not Difficult at all				Very Difficult
1	2	3	4	5

29. Using the same scale, do you think that for the other volunteers it was difficult to arrange for time slots?

Not Difficult at all				Very Difficult
1	2	3	4	5

30. Did your fellow volunteers show up on time for their jobs? Please answer if:

never	rarely	sometimes	often	always
1	2	3	4	5

31. If the World University Games, or a similar major sport festival, were staged again this year how likely or unlikely is it that you would volunteer again? Please answer on a scale from 1 to 5, where 1 means Very Unlikely and 5 means Very Likely:

Very Unlikely				Very Likely
1	2	3	4	5

THAT CONCLUDES OUR QUESTIONS ON THE UNIVERSIADE VOLUNTEER PROGRAM. NOW I WOULD LIKE TO ASK YOU A FEW MORE QUESTIONS ABOUT YOURSELF FOR STATISTICAL PURPOSES.

SECTION II. Demographic Information

(Only ask question 32 if necessary, otherwise go to 33)

32. What is your sex?

Male 1
Female 2
NR 8

33. What is your birthday?

_____ _____ _____
day month year

34. What was your marital status at the time of the Games in 1983?

Single (never married) 1
Married 2
Common-law 3
Widowed 4
Divorced or separated 5
NR 8

35. What is the *highest* level of *schooling* which you have completed? (at presented date)

_____
_____
_____
NR 8
DK 9

36. How many years of schooling, in total, did you have at the time of the Games?

_____ years

NR 8

DK 9

37. What is your *religious affiliation*?

No religion/no preference 0

Anglican 1

Catholic 2

Jehovah's Witness 3

Jewish 4

Mormon 5

Moslem 6

Protestant 7

United Church 8

Other (Please specify) 9

_____

38. For how long have you lived in your present city/town?

_____ years.

39. What is your (or your family's) cultural ethnic background?

British 01

Chinese 02

Dutch (Netherlands) 03

French 04

German 05

Hong Kong 06

Native Peoples 07

Polish 08

Scandinavian 09

Ukranian 10

Unknown 11

Other single origin (please specify) 12

_____

Multiple origins (please specify) 13

_____

_____

Canadian 14

40. Had you had any volunteer experience prior to the Games?

Yes 1

No 2

NR 8

DK 9

Have you done any volunteering in the last 6 months?

Yes ..... 1 (go to 42)

No ..... 2 (go to 43)

NR ..... 8 (go to 43)

DK ..... 9 (go to 43)

42. For how many hours a month, on average, do you volunteer?

_____ hrs/mo

_____ hrs/wk

NR 8

DK 9

. Do you presently belong to any kind of voluntary association? (e.g. unions, church oups, sports associations)

Yes 1

No 2

NR 8

DK 9

. Have you participated in any form of sport in the last year?

Yes 1

No 2

NR 8

DK 9

45. What was your employment situation at the time of the Universiade'83?

Full-time 1

Part-time 2

Student 3

Unemployed 4

Retired; pension 5

Not working 6

46. Can you tell me your approximate income in the year 1983 before tax and deductions?

without income 0

less than $2,000 per year 1

$2,000 - $3,999 per year 2

$4,000 - $5,999 per year 3

$6,000 - $7,999 per year 4

$8,000 - $9,999 per year 5

$10,000 - $13,999 per year 6

$14,000 - $17,999 per year 7

$18,000 - $21,999 per year 8

$22,000 - $25,999 per year 9

$26,000 - $29,999 per year 10

$30,000 - $34,999 per year 11

$35,000 - $39,999 per year 12

$40,000 - $44,999 per year 13

$45,000 - $49,999 per year 14

$50,000 and over 15

NR 88

DK 99

47. And finally, can you tell me, approximately, what the total combined income of *all the members* of your household for the year 1983, before tax and deductions was:

Without income.....0
Less than $5,000 per year.....1
$5,000 - $9,999 per year 2
$10,000 - $14,999 per year 3
$15,000 - $19,999 per year 4
$20,000 - $24,999 per year 5
$25,000 - $29,999 per year 6
$30,000 - $34,999 per year 7
$35,000 - $39,999 per year 8
$40,000 - $44,999 per year 9
$45,000 - $49,999 per year 10
$50,000 - $54,999 per year 11
$55,000 - $59,999 per year 12
$60,000 - $64,999 per year 13
$65,000 and over..... 14
NR 88
DK 99

THAT CONCLUDES OUR QUESTIONNAIRE. DO YOU HAVE ANY QUESTIONS OR ANY COMMENTS? THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX E — Mail Questionnaire

QUESTIONNAIRE - UNIVERSIADE'83 VOLUNTEER PROGRAM

We would appreciate your completion of this questionnaire. It provides data on the biographic and demographic nature of the Universiade volunteer. It also provides information on the volunteer program of Universiade as you, the volunteer, perceived it. Your time and your cooperation in completing this questionnaire is sincerely appreciated.

Instructions:
Most questions can be answered by circling a number. If you cannot find the exact answe to express your opinion, choose the one that comes closest to it. For some questions you will be asked to fill in the blank. Please answer all questions in order.

SECTION I. VOLUNTEER EXPERIENCE

1. When did you become *actively* involved as a volunteer with Universiade'83?

   Worked during the Universiade Games only 01

   Between 2 weeks and 3 months prior to the Games..... 02

   Between 3 months and 6 months prior to the Games.... 03

   Over 6 months prior to the Games 04

2. How many different volunteer positions *in total* did you hold with Universiade'83?

   One 01

   Two 02

   Three or more..... 03

3. Please list up to three (3) of the positions you held in order of time commitments involved (give job title):

   _____

   _____

   _____

4. How many, if any, of the positions you held were the positions of your choice?

   None 00

   One 01

   Two 02

   Three or more..... 03

5. How did you *first* get involved as a volunteer?

   Invited by a member of the Corporation..... 01 (go to a)

   I offered my services(self-recruitment) ..... 02 (go to b)

   a. If you were personally invited to volunteer, was that because of any special skill you possessed?

      Yes .....01 (go to 6)

      No .....02 (go to 6)

   b. If you offered your services, how did you first find out about the possibility of volunteering?

      Through a friend or relative..... 01

      Through the media (newspapers, TV, radio, etc.) 02

      Other (Please specify) 03

      _____

      _____

6. What factor(s) made you decide to volunteer?

_____

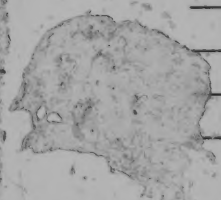
_____

_____

_____

_____

_____



7. Did you invite any friend or relative to volunteer with you?

Yes 01

No 02

Don't know 99

8. Did you receive any general orientation to your volunteer job?

Yes ..... 01 (go to 9)

No ..... 02 (go to 10)

THE FOLLOWING QUESTION CAN BE ANSWERED BY USING A SCALE FROM 1 TO 5 WHERE 1 MEANS "VERY DISSATISFIED" AND 5 MEANS "VERY SATISFIED".

9. How satisfied or dissatisfied would you say you were with:

	very dissatisfied				very satisfied
a. the orientation in general	1	2	3	4	5
b. the content of the orientation received	1	2	3	4	5
c. the format in which you received the orientation	1	2	3	4	5
d. the individuals who presented the orientation to you	1	2	3	4	5

10. Did you receive any job specific training?

Yes ..... 1 (go to 11)

No ..... 2 (go to 14)

11. Approximately how many minutes or hours of training did you receive?

0 to 30 min 1

30 to 60 min 2

60 to 90 min 3

90 min and over 4

Don't Know 9

12. How satisfied or dissatisfied would you say you were with:

	very dissatisfied				very satisfied
a. the quality of training received	1	2	3	4	5
b. the kind of information you received during training	1	2	3	4	5
c. the amount of information you received during training	1	2	3	4	5
d. the way in which information was presented to you	1	2	3	4	5
e. the individuals who trained you	1	2	3	4	5

13. How much or how little would you say that your performance was improved by the training received?

Very Little				Very Much
1	2	3	4	5

14. How satisfied would you say you were with the way the Corporation treated you during your involvement as a volunteer? (i.e., did you feel like you and your work were being appreciated?)(circle a number)

Very Dissatisfied				Very Satisfied
1	2	3	4	5

THE FOLLOWING QUESTIONS DEAL WITH THE COMPENSATION YOU MAY OR MAY NOT HAVE RECEIVED FOR VOLUNTEERING. COMPENSATION MEANING ANYTHING YOU MAY HAVE "GOTTEN OUT" OF VOLUNTEERING.

15. How little or how much compensation, in your opinion, did you receive for volunteering?

Very Little				Very Much
1	2	3	4	5

16. How much of the compensation you have received for volunteering, if any, would you say were material things such as uniforms, pins, stickers, free tickets, or certificates?

Very Little				Very Much
1	2	3	4	5

17. How little or how much material compensation would you say that other volunteers with whom you worked received for volunteering?

Very Little				Very Much
1	2	3	4	5

18. How much compensation would you say that you received in comparison with what your fellow volunteer received?

more.....1

less.....2

about same.....3

Don't Know.....9

19. Using a scale from 1 to 5 where 1 means very unlikely and 5 means very likely please answer how likely or unlikely it is that:

	very unlikely				very likely
a. you knew before volunteering that you would be receiving material compensation	1	2	3	4	5
b. how likely or unlikely is it that this affected your decision to volunteer	1	2	3	4	5
c. how likely or unlikely is it, in your opinion, that other volunteers' decision was affected by knowing that they would receive material compensation	1	2	3	4	5

20. Using a scale from 1 to 5 where 1 means very little and 5 means very much, please answer how little or how much you received in terms of:

	Very Little				Very Much
a. satisfaction	1	2	3	4	5
b. enjoyment	1	2	3	4	5
c. knowledge / experience	1	2	3	4	5
d. being "part of the action"	1	2	3	4	5

THE FOLLOWING QUESTIONS DEAL WITH GENERAL ASPECTS OF YOUR VOLUNTEERING EXPERIENCE.

21. Did you ever phone the Corporation's Volunteer Information Center for any information at all?

Never 00
Once 01
Twice 02
Often (three times or more) 03
Don't know 99

22. How useful would you say the Volunteer Information Center was?

Not Useful at all				Very Useful
1	2	3	4	5

23. Did you ever *have to* spend any of your own money while on duty as a volunteer because there was no alternative offered? (for example for lunch, taxi, hotel room)

Never 00
Once 01
Twice 02
Often (three times or more) 03
Don't know 99

IF NEVER OR DON'T KNOW GO TO QUESTION 25.

24. How much did you mind having to spend of your own money?

I didn't at all				Very Much
1	2	3	4	5

25. Was it difficult for you to arrange for time slots for volunteering?

Not Difficult at all				Very Difficult
1	2	3	4	5

26. Do you think that for the other volunteers it was difficult to arrange for time slots?

Not Difficult at all				Very Difficult
1	2	3	4	5

27. Did your fellow volunteers show up on time for their jobs?

never	rarely	sometimes	often	always
1	2	3	4	5

28. If the World University Games, or a similar major sport festival, were staged again this year how likely or unlikely is it that you would volunteer again?

Very Unlikely				Very Likely
1	2	3	4	5

THAT CONCLUDES OUR QUESTIONS ON THE UNIVERSIADE VOLUNTEER PROGRAM. THE FOLLOWING QUESTIONS DEAL WITH DEMOGRAPHIC INFORMATION WHICH WILL BE USED FOR STATISTICAL PURPOSES ONLY.

SECTION II. Demographic Information

29. What is your sex?

Male 1
Female 2

30. What is your birthday?

_____ _____ _____

day month year

31. What was your marital status at the time of the Games in 1983?

Single (never married) 1
Married 2
Common-law 3
Widowed 4
Divorced or separated 5

32. What is the *highest* level of *schooling* which you have completed? (at presented date)

_____

_____

_____

Don't Know 9

33. How many years of schooling, in total, did you have at the time of the Games?

_____ years

Don't Know 9

34. For how long have you lived in your present city/town?

_____ years.

35. What is your *religious affiliation*?

No religion/no preference 0
Anglican 1
Catholic 2
Jehovah's Witness 3
Jewish 4
Mormon 5
Moslem 6
Protestant 7
United Church 8
Other (Please specify) 9

_____

36. Had you had any volunteer experience prior to the Games?

Yes 1
No 2
Don't Know 9

37. Have you done any volunteering in the last 6 months?

Yes ..... 1 (go to 38)
No ..... 2 (go to 39)
Don't Know ..... 9 (go to 39)

38. For how many hours a month, on average, do you volunteer?

_____ hrs/mo, or

_____ hrs/wk

Don't Know 9

39. What is your (or your family's) cultural ethnic background?

British 01
Canadian 02
Chinese 03
Dutch (Netherlands) 04
French 05
German 06
Hong Kong 07
Native Peoples 08
Polish 09
Scandinavian 10
Ukranian 11
Unknown 12
Other single origin (please specify) 13

_____

Multiple origins (please specify) 14

_____

_____

40. Do you presently belong to any kind of voluntary association? (for example unions, church groups, sports associations)

Yes 1
No 2
Don't Know 9

41. Have you participated in any form of sport in the last year?

Yes 1
No 2

42. What was your employment situation at the time of the Universiade'83 Games?

Employed full-time 1
Employed part-time 2
Student 3
Unemployed 4
Retired; pension 5
Not working 6

43. What was your approximate income in the year 1983 before tax and deductions?

without income 0
less than $2,000 per year 1
$2,000 - $3,999 per year 2
$4,000 - $5,999 per year 3
$6,000 - $7,999 per year 4
$8,000 - $9,999 per year 5
$10,000 - $13,999 per year 6
$14,000 - $17,999 per year 7
$18,000 - $21,999 per year 8
$22,000 - $25,999 per year 9
$26,000 - $29,999 per year 10
$30,000 - $34,999 per year 11
$35,000 - $39,999 per year 12
$40,000 - $44,999 per year 13
$45,000 - $49,999 per year 14
$50,000 and over 15
Don't Know 99

44. What was the approximate total combined income of *all the members* of your household for the year 1983, before tax and deductions:

Without income.....0
Less than $5,000 per year.....1
$5,000 - $9,999 per year 2
$10,000 - $14,999 per year 3
$15,000 - $19,999 per year 4
$20,000 - $24,999 per year 5
$25,000 - $29,999 per year 6
$30,000 - $34,999 per year 7
$35,000 - $39,999 per year 8
$40,000 - $44,999 per year 9
$45,000 - $49,999 per year 10
$50,000 - $54,999 per year 11
$55,000 - $59,999 per year 12
$60,000 - $64,999 per year 13
$65,000 and over..... 14
Don't Know 99

THANK YOU FOR YOUR TIME AND YOUR COOPERATION.

PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE STAMPED SELF-ADDRESSED ENVELOPE PROVIDED AND RETURN IT TO US AT YOUR EARLIEST CONVENIENCE. THANK YOU.

APPENDIX F — Introductory letter used in the survey

University of Alberta
Edmonton

Faculty of Physical Education and Recreation 186
Office of the Dean

Canada T6G 2H9

W1-34 Physical Education Building. Telephone (403) 432-3364

June 28, 1985

Jane Doe
111 111 Drive NE
Calgary , Alberta

Dear Mrs. Doe,

During the period of July 1—11, 1983 the City of Edmonton, the University of Alberta, the Province and Canada hosted the World University Games (also called the Universiade Games). By everyone's standards of measurement the Games were considered to have been a success. But they could not have been held here in Edmonton without the contribution of effort by thousands of people from Alberta. The volunteer truly made a significant impact on this major sport festival. It is interesting to know that the organizers of the Los Angeles Olympics were so impressed by the volunteer program that they incorporated this strategy in their planning and, as a result thousands of Americans provided volunteer help in the hosting of the Games in Los Angeles last summer.

But not much is really known or understood about the volunteer program. A group of us at the University of Alberta believe that we can learn a great deal about the volunteer and the volunteer program. We are writing to you to solicit your help with this study. We would be grateful if you would complete the enclosed questionnaire and return it to us in the enclosed stamped self-addressed envelope.

Since we require a high percentage of returns to make the study meaningful, we would appreciate it if you could complete the questionnaire at your earliest convenience. We can assure you that your answers will be treated confidentially and will not be associated with your identity.

Thank you for your anticipated assistance.

Yours truly,

Ursula S. Heinz

APPENDIX G — Data File

University of Alberta

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APPENDIX H — SPSSx Outputs

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For                    University of Alberta          License Number 30

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    9  0                              q13e 26 q15 27
   10  0                              q14 28 q16 29 q17 30 q18 31 q19 32 q20 33,
   11  0                              q21a 34 q21b 35,
   12  0                              q21c 36 q22a 37 q22b 38 q22c 39 q22d 40,
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          Q24          1     45      45          F           1     0
          Q25          1     46      46          F           1     0
          Q26          1     47      47          F           1     0
          Q27          1     48      48          F           1     0
          Q28          1     49      49          F           1     0
          Q29          1     50      50          F           1     0
          Q30          1     51      51          F           1     0
          Q31          1     52      52          F           1     0
          Q32          1     53      53          F           1     0
          Q33DAY       1     54      55          F           2     0
          Q33MO        1     56      57          F           2     0
          Q33YEAR      1     58      59          F           2     0
          Q34          1     60      60          F           1     0
          Q35          1     61      62          F           2     0
          Q36          1     63      64          F           2     0
          Q37          1     65      65          F           1     0
          Q38          1     66      67          F           2     0
          Q39          1     68      69          F           2     0
          Q40          1     70      70          F           1     0
          Q41          1     71      71          F           1     0
          Q42          1     72      73          F           2     0
          Q43          1     74      76          F           1     0
          Q44          1     75      75          F           1     0
          Q45          1     76      76          F           1     0
          Q46          1     77      78          F           2     0
          Q47          1     79      80          F           2     0

END OF DATALIST TABLE

   19  0          n of cases     25
   20  0          var labels     id 'case number'/
   21  0                         q1 'active involvement'/
   22  0                         q2 'start work'/
   23  0                         q3 'number of positions awarded'/
   24  0                         q4 'job category'/
   25  0                         q5 'number of positions chosen'/
   26  0                         q6 'way of involvement'/
   27  0                         q6a 'previous skill as reason for involvement'/
   28  0                         q6b 'advertising method'/
   29  0                         q7 'reason for involvement'/
```

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                    q8 'friend invited?'/
                    q9 'general orientation received'/
                    q10a 'degree of satisfaction (orientation)'/
                    q10b 'degree of satisfaction (content)'/
                    q10c 'degree of satisfaction (format)'/
                    q10d 'degree of satisfaction (trainers)'/
                    q11 'job specific training received'/
                    q12 'amount of training'/
                    q13a 'degree of satisfaction (quality)'/
                    q13b 'degree of satisfaction (kind)'/
                    q13c 'degree of satisfaction (amount)'/
                    q13d 'degree of satisfaction (way)'/
                    q13e 'degree of satisfaction (trainers)'/
                    q15 'improvement of performance'/
                    q14 'treatment received as volunteer'/
                    q16 'improvement of performance of others'/
                    q17 'compensation received'/
                    q18 'material compensation received'/.
                    q19 'material compensation received by others'/
                    q20 'compensation compared'/
                    q21a 'knowledge of system'/
                    q21b 'knowledge of system (affected)'/
                    q21c 'knowledge of system (others)'/
                    q22a 'satisfaction received'/
                    q22b 'enjoyment received'/
                    q22c 'knowledge received'/
                    q22d '"part of the action" experienced'/
                    q23a 'satisfaction others received'/
                    q23b 'enjoyment others received'/
                    q23c 'knowledge others received'/
                    q23d '"part of the action" others experienced'/
                    q24 'use of Volunteer Information Center'/
                    q25 'usefulness of Volunteer Info Center'/
                    q26 'use of own resources'/
                    q27 'use of own resources'/
                    q28 'time constraints'/
                    q29 'time constraints of others'/
                    q30 'punctuality of others'/
                    q31 'future volunteering'/
                    q32 'sex'/
                    q33day 'birthday'/
                    q33mo 'birthmonth'/
                    q33year 'birthyear'/
                    q34 'marital status'/
                    q35 'level of schooling'/
                    q36 'years of schooling completed'/
                    q37 'religious preference'/
                    q38 'stability in community'/
                    q39 'cultural ethnic background'/
                    q40 'prior volunteer experience'/
                    q41 'volunteering in last 8 months'/
                    q42 'number of hours/month volunteered'/
                    q43 'association with voluntary associations'/
                    q44 'participation in sports'/

                    q45 'occupation'/
                    q46 'income in 1983'/
                    q47 'household income in 1983'/
          value labels  q1 1 'worked during Games'
                          2 'worked prior Games'
                          8 'NR'
                          9 'DK'/
                    q2 1 '1-3 mo prior Games'
                       2 '3-6 mo prior Games'
                       3 'over 6 mo prior' 8 'NR'/
                    q3 1 'one' 2 'two' 3 'three or more' 8 'NR' 9 'DK'/
                    q4 01'low resp job'
                       02'med resp job'
                       03'high resp job'
                       88 'NR'/
                    q5  0 'none' 1 'one' 2 'two' 3 'three or more' 8 'NR'
                       9 'DK'/
                    q6 1 'recruited' 2 'self-recruited'/
                    q6a 1 'yes' 2 'no' 8 'NR' 9 'DK'/
                    q6b 1 'through a friend' 2 'media' 3 'other' 8 'NR'
                       9 'DK'/
                    q7 1 'use knowledge'
                       2 'get experience'
                       3 'help the community'
                       4 'get to see the Games'
                       5 'meet people&athletes'
                       6 'intrstng&fun exprnce'
                       7 'use spare time'
                       8 'NR' 9 'DK'/
                    q8 1 'yes' 2 'no' 8 'NR' 9 'DK'/
                    q9 1 'yes' 2 'no' 8 'NR' 9 'DK'/
                    q10a 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q10b 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q10c 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q10d 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q11 1 'yes' 2 'no' 8 'NR'/
                    q12 1 '0-30 minutes' 2 '30-60 minutes'
                       3 '60-90 minutes' 4 '90 + over minutes'
                       8 'NR' 9 'DK'/
                    q13a 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q13b 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q13c 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q13d 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q13e 1 'very dissatisfied' 5 'very satisfied' 8 'NR'/
                    q15  1 'very little'       5 'very much' 8 'NR'/
                    q14  1 'very dissatisfied' 5 'very satisfied' 8 'NR' 9 'DK'/
                    q16 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
                    q17 1 'very little' 5 'very much' 8 'NR'/
                    q18 1 'very little' 5 'very much' 8 'NR'/
                    q19 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
                    q20 1 'more' 2 'less' 3 'about the same'
                       8 'NR' 9 'DK'/
                    q21a 1 'very unlikely' 5 'very likely' 8 'NR'/
                    q21b 1 'very unlikely' 5 'very likely' 8 'NR'/
```

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138  0                    q21c 1 'very unlikely' 5 'very likely' 8 'NR' 9 'DK'/
139  0                    q22a 1 'very little' 5 'very much' 8 'NR'/
140  0                    q22b 1 'very little' 5 'very much' 8 'NR'/
141  0                    q22c 1 'very little' 5 'very much' 8 'NR'/
142  0                    q22d 1 'very little' 5 'very much' 8 'NR'/
143  0                    q23a 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
144  0                    q23b 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
145  0                    q23c 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
146  0                    q23d 1 'very little' 5 'very much' 8 'NR' 9 'DK'/
147  0                    q24 0 'never' 1 'once' 2 'twice'
148  0                        3 'three times or more' 8 'NR' 9 'DK'/
149  0                    q25 1 'not useful at all' 5 'very useful' 8 'NR' 9 'DK'/
150  0                    q26 0 'never' 1 'once' 2 'twice'
151  0                        3 'three times or more' 8 'NR' 9 'DK'/
152  0                    q27 1 'I did not at all' 5 'very much' 8 'NR'/
153  0                    q28 1 'not difficult at all' 5 'very difficult' 8 'NR'/
154  0                    q29 1 'not difficult at all' 5 'very difficult' 8 'NR' 9 'DK'/
155  0                    q30 1 'never' 2 'rarely' 3 'sometimes' 4 'often'
156  0                        5 'always' 8 'NR' 9 'DK'/
157  0                    q31 1 'very unlikely' 5 'very likely' 8 'NR' 9 'DK'/
158  0                    q32 1 'male' 2 'female' 8'NR'/
159  0                    q33day 88 'NR'/
160  0                    q33mo 88 'NR'/
161  0                    q33year 88 'NR'/
162  0
163  0                    q34 1 'single' 2 'married' 3 'common-law'
164  0                        4 'widowed' 5 'divorced /'separated' 8 'NR'/
165  0                    q35 00 'no schooling'
166  0                        01 'less than grade 9'
167  0                        02 'gr 9-13 not certfd'
168  0                        03 'gr 9-13 certified'
169  0                        04 'trade certct or dipl'
170  0                        05 'non-univ no certfct'
171  0                        06 'trade certct or dipl'
172  0                        07 'non-univ with certct'
173  0                        08 'univ no certfct'
174  0                        09 'univ with certfct'
175  0                        10 'bacheler degree or +'
176  0                        88 'NR'
177  0                        99 'DK'/
178  0                    q36 88 'NR' 99 'DK'/
179  0                    q37 0 'no preference'
180  0                        1 'anglican'
181  0                        2 'catholic'
182  0                        3 'jehovahs witness'
183  0                        4 'jewish'
184  0                        5 'mormon'
185  0                        6 'moslem'
186  0                        7 'protestant'
187  0                        8 'united church'
188  0                        9 'other'/
189  0                    q38 88 'NR'/
190  0                    q39
191  0                        01 'Asian'

192  0                        02 'Canadian'
193  0                        03 'European (East)'
194  0                        04 'European (West)'
195  0                        05 'Scandinavian'
196  0                        06 'United Kingdom'
197  0                        07 'Utd Kingdom + Other'
198  0                        08 'Other single'
199  0                        09 'Other multiple'
200  0                        88 'NR' 99 'DK'/
201  0                    q40 1 'yes' 2 'no' 8 'NR' 9 'DK'/
202  0                    q41 1 'yes' 2 'no' 8 'NR' 9 'DK'/
203  0                    q42 88 'NR' 99 'DK'/
204  0                    q43 1 'yes' 2 'no' 8 'NR' 9 'DK'/
205  0                    q44 1 'yes' 2 'no' 8 'NR' 9 'DK'/
206  0                    q45 1 'full-time'
207  0                        2 'part-time'
208  0                        3 'student'
209  0                        4 'unemployed'
210  0                        5 'retired;pension'
211  0                        6 'not working'
212  0                        8 'NR' 9 'DK'/
213  0                    q46 00 'without income'
214  0                        01 'less than $2,000:yr'
215  0                        02 '$02,000 - $03,999:yr'
216  0                        03 '$04,000 - $05,999:yr'
217  0                        04 '$06,000 - $07,999:yr'
218  0                        05 '$08,000 - $09,999:yr'
219  0                        06 '$10,000 - $13,999:yr'
220  0                        07 '$14,000 - $17,999:yr'
221  0                        08 '$18,000 - $21,999:yr'
222  0                        09 '$22,000 - $25,999:yr'
223  0                        10 '$26,000 - $29,999:yr'
224  0                        11 '$30,000 - $34,999:yr'
225  0                        12 '$35,000 - $39,999:yr'
226  0                        13 '$40,000 - $44,999:yr'
227  0                        14 '$45,000 - $49,999:yr'
228  0                        15 '$50,000 + over:yr'
229  0                        88 'NR' 99 'DK'/
230  0                    q47 00 'without income'
231  0                        01 'less than $ 5,000:yr'
232  0                        02 '$05,000 - $09,999:yr'
233  0                        03 '$10,000 - $14,999:yr'
234  0                        04 '$15,000 - $19,999:yr'
235  0                        05 '$20,000 - $24,999:yr'
236  0                        06 '$25,000 - $29,999:yr'
237  0                        07 '$30,000 - $34,999:yr'
238  0                        08 '$35,000 - $39,999:yr'
239  0                        09 '$40,000 - $44,999:yr'
240  0                        10 '$45,000 - $49,999:yr'
241  0                        11 '$50,000 - $54,999:yr'
242  0                        12 '$55,000 - $59,999:yr'
243  0                        13 '$60,000 - $64,999:yr'
244  0                        14 '$65,000 + over:yr'
245  0                        88 'NR' 99 'DK'/
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245  0
246  0          missing values q1 (8,9)/ q2 (8,9)/ q3 (8,9)/ q4 (88)/ q5 (8,9)/
247  0                            q6a (8,9)/ q6b (8,9)/ q7 (8,9)/ q8 (8,9)/ q9 (8,9)/
248  0                            q10a (8)/ q10b (8)/ q10c (8)/ q10d (8)/ q11 (8)/ q12 (8,9)/
250  0                            q13a (8)/ q13b (8)/ q13c (8)/ q13d (8)/ q13e (8)/
251  0                            q15 (8)/ q14 (8)/ q16 (8,9)/ q17 (8)/ q18 (8)/ q19 (8,9)/
252  0                            q20 (8,9)/ q21a (8)/ q21b (8)/ q21c (8,9)/ q22a (8)/
253  0                            q22b (8)/ q22c (8)/ q22d (8)/ q23a (8,9)/ q23b (8,9)/ q23c (8,9)/ q23d (8,9)/ q24 (8,9)/ q25 (8,9
                              )/
254  0                            q26 (8,9)/ q27 (8)/ q28 (8)/ q29 (8,9)/ q30 (8,9)/
255  0 0 0                        q31 (8,9)/ q32 (8)/ q33day (88)/ q33mo (88)/ q33year (88)/ q34 (8)/ q35 (88)/
256  0                            q36 (88,99)/ q38 (88)/ q39 (88,99)/q40 (8,9)/ q41 (8,9)/
257  0                            q42 (88,99)/ q43 (8,9)/ q44 (8,9)/ q45 (8)/
258  0                            q46 (88,99)/ q47 (88,99)/
259  0          recode            q33year (11 thru 17=8) (18 thru 33=8)(34 thru 38=7)
260  0                            (39 thru 43=8) (44 thru 48=8) (49 thru 53=4)
261  0                            (54 thru 57=3)(58 thru 63=2) (64 thru 68=1)
262  0                            (69 thru 72=0)
263  0          var labels        q33year 'age of respondent'
264  0          value labels      q33year 1 '18-19 years'
265  0                                    0 '10-14 years'
266  0                                    2 '20-24 years'
267  0                                    3 '25-29 years'
268  0                                    4 '30-34 years'
269  0                                    5 '35-39 years'
270  0                                    6 '40-44 years'
271  0                                    7 '45-49 years'
272  0                                    8 '50-65 years'
273  0                                    9 '65 and over'
274  0                                    88 'NR'/
275  0          recode            q42 (0 thru 10=1) (11 thru 28=2) (32 thru 60=3)
276  0          variable labels   q42 'hours/mo volunteered'
277  0          value labels      q42 1 'under 10 hrs/mo'
278  0                                    2 '11 - 30 hrs/mo'
279  0                                    3 '31 hrs/mo +'
280  0                                    88 'NR'
281  0                                    99 'DK'/
282  0          recode            q38 (1 thru 4=1) (5 thru 10=2) (11 thru 20=3)
283  0                            (21 thru 30=4) (32 thru 85 =5)
284  0          variable labels   q38 'years in community'
285  0          value labels      q38 1 'under 5 yrs'
286  0                                    2 '5 - 10 yrs'
287  0                                    3 '11 - 20 yrs'
288  0                                    4 '21 - 30 yrs'
289  0                                    5 'over 30 yrs'/
290  0          temporary
291  0          recode             q34 (2,3=2)(4,5=3)
292  0          value label q34 1'single'  3'wid/div/seprtd'
293  0                          2'married' 8'NR'/
294  0          recode             q35 (05,07=05)(06,08=06)
295  0          value label q35 05'univ w or wout dipl'
296  0                          06'non-u w or wout dipl'
297  0                          00'no schooling'
298  0                          01'less than grade 9'

299  0                          03'gr 9-13 not certfd'
300  0                          03'gr 9-13 certified'
301  0                          04'trd crt/dipl elm+scd'
302  0                          05'trd crt/dipl non-unv'
303  0                          10'bachelor degree or +'
304  0                          88 'NR'
305  0                           99 'DK'/
306  0          frequencies var=q1 to q47/
307  0             histogram/


THERE ARE    58328 BYTES OF SPSS MEMORY AVAILABLE.
THE LARGEST CONTIGUOUS AREA HAS    58328 BYTES.
SPSS IS USING    65536 BYTES OF SYSTEM MEMORY
THERE ARE AT LEAST  2031616 BYTES OF SYSTEM MEMORY AVAILABLE.

***** MEMORY ALLOWS A TOTAL OF    5830 VALUES, ACCUMULATED ACROSS ALL VARIABLES.
      THERE ALSO MAY BE UP TO    1407 VALUE LABELS FOR EACH VARIABLE.
```

01 active involvement

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
worked during Games	1	57	67.1	67.1	67.1
worked prior Games	2	28	32.9	32.9	100.0
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES
57	1.00	**********
28	2.00	**********

0 12 24 36 48 60
HISTOGRAM FREQUENCY

VALID CASES 85 MISSING CASES 0

. . . . . .

02 start work

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
2-3 mo prior Games	1	19	22.4	63.3	63.3
3-6 mo prior Games	2	3	3.5	10.0	73.3
over 6 mo prior	3	8	9.4	26.7	100.0
NR	6	55	64.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
19	1.00	**********
3	2.00	**********
8	3.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 30 MISSING CASES 55

03 number of positions awarded

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
one	1	71	83.5	83.5	83.5
two	2	10	11.8	11.8	95.3
three or more	3	4	4.7	4.7	100.0
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.80 OCCURRENCES
71	1.00	**********
10	2.00	**********
4	3.00	**********

0 15 30 45 60 75
HISTOGRAM FREQUENCY

VALID CASES 85 MISSING CASES 0

. . . . . .

04 job category

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
low resp job	1	36	42.4	44.4	44.4
med resp job	2	27	31.8	33.3	77.8
high resp job	3	18	21.2	22.2	100.0
NR	88	4	4.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
36	1.00	**********
27	2.00	**********
18	3.00	**********

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 81 MISSING CASES 4

Q5 number of positions chosen

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
none	0	10	11.8	12.0	12.0
one	1	61	71.8	73.5	85.5
two	2	9	10.6	10.8	96.4
three or more	3	3	3.5	3.6	100.0
NR	8	1	1.2	MISSING	
DK	9	1	1.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.50 OCCURRENCES
10	.00	*******
61	1.00	***
9	2.00	******
3	3.00	**

0 15 30 45 60 75
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

. . . . . .

Q6 way of involvement

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
recruited	1	16	18.8	18.8	18.8
self-recruited	2	69	81.2	81.2	100.0
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.50 OCCURRENCES
16	1.00	***********
69	2.00	**

0 15 30 45 60 75
HISTOGRAM FREQUENCY

VALID CASES 85 MISSING CASES 0

Q6A previous skill as reason for involvement

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	10	11.8	62.5	62.5
no	2	6	7.1	37.5	100.0
NR	8	69	81.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .20 OCCURRENCES
10	1.00	**
6	2.00	******************************

0 2 4 6 8 10
HISTOGRAM FREQUENCY

VALID CASES 16 MISSING CASES 69

. . . . . .

Q6B advertising method

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
through a friend	1	22	25.9	31.4	31.4
media	2	33	38.8	47.1	78.6
other	3	15	17.6	21.4	100.0
NR	8	15	17.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
22	1.00	*****************************
33	2.00	**
15	3.00	*******************

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 70 MISSING CASES 15

07 reason for involvement

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
se knowledge	1	6	7.1	7.3	7.3
get experience	2	4	4.7	4.9	12.2
help the community	3	19	22.4	23.2	35.4
get to see the Games	4	11	12.9	13.4	48.8
meet people&athletes	5	15	17.6	18.3	67.1
intrstng&fun exprnce	6	23	27.1	28.0	95.1
use spare time	7	4	4.7	4.9	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
6	1.00	**********
4	2.00	*******
19	3.00	**********************************
11	4.00	********************
15	5.00	***************************
23	6.00	**
4	7.00	*******

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

08 friend invited?

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	47	55.3	57.3	57.3
no	2	35	41.2	42.7	100.0
NR	8	2	2.4	MISSING	
DK	9	1	1.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
47	1.00	**
35	2.00	***********************************

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

09 general orientation received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	73	85.9	89.0	89.0
no	2	9	10.6	11.0	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.50 OCCURRENCES
73	1.00	**
9	2.00	******

0 15 30 45 60 75
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

10A degree of satisfaction (orientation)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	2	8	9.4	10.7	10.7
	3	10	11.8	13.3	24.0
	4	34	40.0	45.3	69.3
very satisfied	5	23	27.1	30.7	100.0
NR	8	10	11.8	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
8	2.00	**********
10	3.00	************
34	4.00	**
23	5.00	****************************

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 75 MISSING CASES 10

010B degree of satisfaction (content)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	1	1.2	1.4	1.4
	2	2	2.4	2.8	4.2
	3	18	21.2	25.4	29.6
	4	25	29.4	35.2	64.8
very satisfied	5	25	29.4	35.2	100.0
NR	8	14	16.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
1	1.00	**
2	2.00	****
18	3.00	************************************
25	4.00	**
25	5.00	**

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 71 MISSING CASES 14

010C degree of satisfaction (format)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	2	2.4	2.8	2.8
	2	4	4.7	5.6	8.5
	3	19	22.4	26.8	35.2
	4	23	27.1	32.4	67.6
very satisfied	5	23	27.1	32.4	100.0
NR	8	14	16.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
2	1.00	****
4	2.00	********
19	3.00	**************************************
23	4.00	**
23	5.00	**

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 71 MISSING CASES 14

010D degree of satisfaction (trainers)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	1	1.2	1.4	1.4
	2	3	3.5	4.2	5.5
	3	10	11.8	13.9	19.4
	4	27	31.8	37.5	56.9
very satisfied	5	31	36.5	43.1	100.0
NR	8	13	15.3	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
1	1.00	*
3	2.00	****
10	3.00	**********
27	4.00	**********************************
31	5.00	**

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 72 MISSING CASES 13

011 job specific training received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
es	1	44	51.8	54.3	54.3
no	2	37	43.5	45.7	100.0
NR	8	4	4.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
44	1.00	**
37	2.00	***************************************

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 81 MISSING CASES 4

012 amount of training

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
0-30 minutes	1	5	5.9	11.4	11.4
30-60 minutes	2	9	10.6	20.5	31.8
60-90 minutes	3	13	15.3	29.5	61.4
90 + over minutes	4	17	20.0	38.6	100.0
NR	8	41	48.2	MISSING	
	TOTAL	85	100.0	100.0	

```
 COUNT       VALUE     ONE SYMBOL EQUALS APPROXIMATELY    .40 OCCURRENCES

     5       1.00  ************
     9       2.00  **********************
    13       3.00  *********************************
    17       4.00  *****************************************
                   I.........I.........I.........I.........I.........I
                   0         4         8        12        16        20
                             HISTOGRAM FREQUENCY
```

VALID CASES 44 MISSING CASES 41

0134 degree of satisfaction (quality)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	2	2.4	4.8	4.8
	2	2	2.4	4.8	9.5
	3	7	8.2	16.7	26.2
	4	23	27.1	54.8	81.0
very satisfied	5	8	9.4	19.0	100.0
NR	8	43	50.6	MISSING	
	TOTAL	85	100.0	100.0	

```
 COUNT       VALUE     ONE SYMBOL EQUALS APPROXIMATELY    .80 OCCURRENCES

     2       1.00  ****
     2       2.00  ****
     7       3.00  *********
    23       4.00  *****************************
     8       5.00  **********
                   I.........I.........I.........I.........I.........I
                   0         5        10        15        20        25
                             HISTOGRAM FREQUENCY
```

VALID CASES 42 MISSING CASES 43

0135 degree of satisfaction (kind)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	1	1.2	2.5	2.5
	2	2	2.4	5.0	7.5
	3	9	10.6	22.5	30.0
	4	21	24.7	52.5	82.5
very satisfied	5	7	8.2	17.5	100.0
NR	8	45	52.9	MISSING	
	TOTAL	85	100.0	100.0	

```
 COUNT       VALUE     ONE SYMBOL EQUALS APPROXIMATELY    .50 OCCURRENCES

     1       1.00  **
     2       2.00  ****
     9       3.00  ******************
    21       4.00  ****************************************
     7       5.00  **************
                   I.........I.........I.........I.........I.........I
                   0         5        10        15        20        25
                             HISTOGRAM FREQUENCY
```

VALID CASES 40 MISSING CASES 45

013C degree of satisfaction (amount)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	2	2.4	5.0	5.0
	2	1	1.2	2.5	7.5
	3	8	9.4	20.0	27.5
	4	21	24.7	52.5	80.0
very satisfied	5	8	9.4	20.0	100.0
NR	8	45	52.9	MISSING	
	TOTAL	85	100.0	100.0	

```
 COUNT       VALUE     ONE SYMBOL EQUALS APPROXIMATELY    .80 OCCURRENCES

     2       1.00  ****
     1       2.00  **
     8       3.00  ********************
    21       4.00  ****************************************
     8       5.00  ********************
                   I.........I.........I.........I.........I.........I
                   0         5        10        15        20        25
                             HISTOGRAM FREQUENCY
```

VALID CASES 40 MISSING CASES 45

0130 degree of satisfaction (way)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	1	1.2	2.4	2.4
	2	2	2.4	4.9	7.3
	3	11	12.9	26.8	34.1
	4	20	23.5	48.8	82.9
very satisfied	5	7	8.2	17.1	100.0
NR	8	44	51.8	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
1	1.00	***
2	2.00	*****
11	3.00	***********************************
20	4.00	**
7	5.00	******************

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 41 MISSING CASES 44

0138 degree of satisfaction (trainers)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	1	1.2	2.4	2.4
	2	1	1.2	2.4	4.9
	3	10	11.8	24.4	29.3
	4	14	16.5	34.1	63.4
very satisfied	5	15	17.6	36.6	100.0
NR	8	44	51.8	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
1	1.00	***
1	2.00	***
10	3.00	*************************
14	4.00	***********************************
15	5.00	**************************************

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 41 MISSING CASES 44

014 treatment received as volunteer

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very dissatisfied	1	3	3.5	8.3	8.3
	2	2	2.4	5.6	13.9
	3	6	8.4	22.2	36.1
	4	14	16.5	38.9	75.0
very satisfied	5	9	10.6	25.0	100.0
NR	8	49	57.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
3	1.00	********
2	2.00	*****
6	3.00	****************
14	4.00	***********************************
9	5.00	**********************

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 36 MISSING CASES 49

015 improvement of performance

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
ery little	1	7	8.2	16.7	16.7
	2	5	5.9	11.9	28.6
	3	12	14.1	28.6	57.1
	4	12	14.1	28.6	85.7
very much	5	6	7.1	14.3	100.0
NR	8	43	50.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
7	1.00	*****************
5	2.00	************
12	3.00	******************************
12	4.00	******************************
6	5.00	***************

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 42 MISSING CASES 43

016 improvement of performance of others

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	3	3.4	9.3	9.3
	2	1	1.2	3.1	9.4
	3	6	7.1	18.8	28.1
	4	13	15.3	40.6	68.8
very much	5	10	11.8	31.3	100.0
NR	8	46	54.1	MISSING	
DK	9	7	8.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
3	1.00	*****
1	2.00	***
6	3.00	**********
13	4.00	**********
10	5.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 32 MISSING CASES 53

017 compensation received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	12	14.1	15.8	15.8
	2	9	10.6	11.8	27.6
	3	11	12.9	14.5	42.1
	4	24	28.2	31.6	73.7
very much	5	20	23.5	26.3	100.0
NR	8	9	10.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
12	1.00	**********
9	2.00	**********
11	3.00	**********
24	4.00	**********
20	5.00	**********

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 76 MISSING CASES 9

018 material compensation received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	15	17.6	18.8	18.8
	2	18	21.2	22.5	41.2
	3	16	18.8	20.0	61.2
	4	18	21.2	22.5	83.7
very much	5	13	15.3	16.2	100.0
NR	8	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
15	1.00	**********
18	2.00	**********
16	3.00	**********
18	4.00	**********
13	5.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 80 MISSING CASES 5

019 material compensation received by others

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	3	3.5	4.5	4.5
	2	15	18.8	23.9	28.4
	3	19	23.4	28.4	56.7
	4	20	23.5	29.9	86.6
very much	5	9	10.6	13.4	100.0
NR	8	12	14.1	MISSING	
DK	9	6	7.1	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
3	1.00	********
15	2.00	**********
19	3.00	**********
20	4.00	**********
9	5.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 67 MISSING CASES 18

020 compensation compared

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
more	1	2	2.4	2.9	2.9
less	2	16	18.6	23.2	26.1
about the same	3	51	60.0	73.9	100.0
NR	8	5	5.8	MISSING	
DK	9	11	12.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT VALUE ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES

```
  2    1.00  **
 16    2.00  **************
 51    3.00  ************************************************
             I.........I.........I.........I.........I.........I
             0        12        24        36        48        60
                    HISTOGRAM FREQUENCY
```

VALID CASES 69 MISSING CASES 16

021A knowledge of system

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very unlikely	1	32	37.6	40.0	40.0
	2	14	16.5	17.5	57.5
	3	11	12.9	13.7	71.2
	4	6	7.1	7.5	78.7
very likely	5	17	20.0	21.2	100.0
NR	8	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT VALUE ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES

```
 32    1.00  ****************************************
 14    2.00  *****************
 11    3.00  **************
  6    4.00  ********
 17    5.00  *********************
             I.........I.........I.........I.........I
             0        8        16        24        32        40
                    HISTOGRAM FREQUENCY
```

VALID CASES 80 MISSING CASES 5

021B knowledge of system (affected)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very unlikely	1	60	70.6	74.1	74.1
	2	11	12.9	13.6	87.7
	3	4	4.7	4.9	92.6
	4	4	4.7	4.9	97.5
very likely	5	2	2.4	2.5	100.0
NR	8	4	4.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT VALUE ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES

```
 60    1.00  **************************************************
 11    2.00  *********
  4    3.00  ***
  4    4.00  ***
  2    5.00  **
             I.........I.........I.........I.........I.........I
             0        12        24        36        48        60
                    HISTOGRAM FREQUENCY
```

VALID CASES 81 MISSING CASES 4

021C knowledge of system (others)

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very unlikely	1	22	25.9	32.8	32.8
	2	19	22.4	28.4	61.2
	3	15	17.6	22.4	83.6
	4	7	8.2	10.4	94.0
very likely	5	4	4.7	6.0	100.0
NR	8	10	11.8	MISSING	
DK	9	8	9.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT VALUE ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES

```
 22    1.00  **********************************************
 19    2.00  ****************************************
 15    3.00  *******************************
  7    4.00  **************
  4    5.00  ********
             I.........I.........I.........I.........I.........I
             0        5        10        15        20        25
                    HISTOGRAM FREQUENCY
```

VALID CASES 67 MISSING CASES 18

Q22A satisfaction received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	2	1	1.2	1.2	1.2
	3	10	11.8	12.2	13.4
	4	26	30.6	31.7	45.1
very much	5	45	52.9	54.9	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
1	2.00	*
10	3.00	**********
26	4.00	**************************
45	5.00	***

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

Q22B enjoyment received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	1	1.2	1.2	1.2
	3	8	9.4	9.8	11.0
	4	19	22.4	23.2	34.1
very much	5	54	63.5	65.9	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES
1	1.00	*
0	2.00	
8	3.00	*******
19	4.00	*****************
54	5.00	**

0 12 24 36 48 60
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

Q22C knowledge received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	5	5.9	6.1	6.1
	2	5	5.9	6.1	12.2
	3	11	12.9	13.4	25.6
	4	27	31.8	32.9	58.5
very much	5	34	40.0	41.5	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
5	1.00	******
5	2.00	******
11	3.00	**************
27	4.00	**********************************
34	5.00	**

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

Q22D "part of the action" experienced

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	2	2.4	2.4	2.4
	2	3	3.5	3.7	6.1
	3	11	12.9	13.4	19.5
	4	21	24.7	25.6	45.1
very much	5	45	52.9	54.9	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
2	1.00	**
3	2.00	***
11	3.00	***********
21	4.00	*********************
45	5.00	***

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

Q33A satisfaction others received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	3	7	8.2	18.4	18.4
	4	13	15.3	36.1	55.6
very much	5	16	18.8	44.4	100.0
NR	8	45	52.9	MISSING	
DK	9	4	4.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
7	3.00	**********
13	4.00	**********
16	5.00	**********

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 36 MISSING CASES 49

Q33B enjoyment others received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	3	5	5.9	14.7	14.7
	4	13	15.3	38.2	52.9
very much	5	16	18.8	47.1	100.0
NR	8	45	52.9	MISSING	
DK	9	6	7.1	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
5	3.00	**********
13	4.00	**********
16	5.00	**********

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 34 MISSING CASES 51

Q33C knowledge others received

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very little	1	1	1.2	3.1	3.1
	3	11	12.9	34.4	37.5
	4	10	11.8	31.3	68.8
very much	5	10	11.8	31.3	100.0
NR	8	45	52.9	MISSING	
DK	9	8	9.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
1	1.00	***
0	2.00	
11	3.00	**********
10	4.00	**********
10	5.00	**********

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 32 MISSING CASES 53

Q33D "part of the action" others experienced

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	3	7	8.2	20.0	20.0
	4	11	12.9	31.4	51.4
very much	5	17	20.0	48.6	100.0
NR	8	45	52.9	MISSING	
DK	9	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
7	3.00	**********
11	4.00	**********
17	5.00	**********

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 35 MISSING CASES 50

024 use of Volunteer Information Center

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
never	0	37	43.5	49.3	49.3
once	1	16	21.2	24.0	73.3
twice	2	10	11.8	13.3	86.7
three times or more	3	10	11.8	13.3	100.0
NR	8	5	5.9	MISSING	
DK	9	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
37	.00	**
16	1.00	********************
10	2.00	************
10	3.00	************

0 8 16 24 32 40

HISTOGRAM FREQUENCY

VALID CASES 75 MISSING CASES 10

025 usefulness of Volunteer Info Center

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
not useful at all	1	7	8.2	11.7	11.7
	2	4	4.7	6.7	18.3
	3	15	17.6	25.0	43.3
	4	10	11.8	16.7	60.0
very useful	5	24	28.2	40.0	100.0
NR	8	16	18.8	MISSING	
DK	9	9	10.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
7	1.00	**********
4	2.00	********
15	3.00	******************************
10	4.00	********************
24	5.00	**

0 5 10 15 20 25

HISTOGRAM FREQUENCY

VALID CASES 60 MISSING CASES 25

026 use of own resources

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
never	0	44	51.8	58.4	58.4
once	1	8	9.4	10.3	68.7
twice	2	7	8.2	8.0	76.8
three times or more	3	19	22.4	24.4	100.0
NR	8	5	5.9	MISSING	
DK	9	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
44	.00	**
8	1.00	********
7	2.00	*******
19	3.00	*******************

0 10 20 30 40 50

HISTOGRAM FREQUENCY

VALID CASES 78 MISSING CASES 7

027 use of own resources

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
I did not at all	1	25	29.4	69.4	69.4
	2	6	7.1	16.7	86.1
	3	2	2.4	5.6	91.7
	4	2	2.4	5.6	97.2
very much	5	1	1.2	2.8	100.0
NR	8	49	57.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
25	1.00	**
6	2.00	**********
2	3.00	****
2	4.00	****
1	5.00	**

0 5 10 15 20 25

HISTOGRAM FREQUENCY

VALID CASES 36 MISSING CASES 49

028 time constraints

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
not difficult at all	1	63	74.1	78.7	78.7
	2	8	9.4	10.0	88.7
	3	3	3.5	3.7	92.5
	4	6	7.1	7.5	100.0
NR	8	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.50 OCCURRENCES
63	1.00	**********
8	2.00	*****
3	3.00	**
6	4.00	****

0 15 30 45 60 75
HISTOGRAM FREQUENCY

029 time constraints of others

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
not difficult at all	1	18	21.2	27.3	27.3
	2	17	20.0	25.8	53.0
	3	19	22.4	28.8	81.8
	4	12	14.1	18.2	100.0
NR	8	13	15.3	MISSING	
DK	9	6	7.1	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
18	1.00	**********
17	2.00	**********
19	3.00	**********
12	4.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 66 MISSING CASES 19

030 punctuality of others

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
sometimes	3	4	4.7	5.1	5.1
often	4	26	32.5	35.4	40.5
always	5	47	55.3	59.5	100.0
NR	8	5	5.9	MISSING	
DK	9	1	1.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
4	3.00	****
26	4.00	**********
47	5.00	**********

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 78 MISSING CASES 8

031 future volunteering

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
very unlikely	1	4	4.7	5.0	5.0
	2	3	3.5	3.7	8.7
	3	4	4.7	5.0	13.7
	4	13	15.3	16.2	30.0
very likely	5	56	65.9	70.0	100.0
NR	8	4	4.7	MISSING	
DK	9	1	1.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES
4	1.00	***
3	2.00	***
4	3.00	***
13	4.00	**********
56	5.00	**********

0 12 24 36 48 60
HISTOGRAM FREQUENCY

VALID CASES 80 MISSING CASES 5

032 sex

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
male	1	37	43.5	44.6	44.6
female	2	46	54.1	55.4	100.0
NR	8	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
37	1.00	**********
46	2.00	**********

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

033DAY birthday

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	1	1.2	1.3	1.3
	2	2	2.4	2.5	3.8
	3	5	5.9	6.3	10.1
	4	2	2.4	2.5	12.7
	5	2	2.4	2.5	15.2
	6	7	8.2	8.9	24.1
	7	5	5.9	6.3	30.4
	9	1	1.2	1.3	31.6
	12	2	2.4	2.5	34.2
	13	1	1.2	1.3	35.4
	14	2	2.4	2.5	38.0
	15	3	3.5	3.8	41.8
	16	1	1.2	1.3	43.0
	17	1	1.2	1.3	44.3
	18	5	5.9	6.3	50.6
	19	4	4.7	5.1	55.7
	20	4	4.7	5.1	60.8
	21	3	3.5	3.8	64.6
	22	2	2.4	2.5	67.1
	23	3	3.5	3.8	70.9
	24	4	4.7	5.1	75.9
	25	4	4.7	5.1	81.0
	26	1	1.2	1.3	82.3
	27	4	4.7	5.1	87.3
	28	2	2.4	2.5	89.9
	29	3	3.5	3.8	93.7
	30	3	3.5	3.8	97.5
	31	2	2.4	2.5	100.0
NR	88	6	7.1	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	MIDPOINT	ONE SYMBOL EQUALS APPROXIMATELY .20 OCCURRENCES
1	1.0	*****
7	2.5	**********
2	4.0	**********
9	5.5	**********
5	7.0	**********
1	8.5	*****
0	10.0	
2	11.5	**********
1	13.0	*****
5	14.5	**********
1	16.0	*****
6	17.5	**********
4	18.0	**********
7	20.5	**********
2	22.0	**********
7	23.5	**********
4	25.0	**********
5	26.5	**********
2	28.0	**********
6	29.5	**********
2	31.0	**********

0 2 4 6 8 10
HISTOGRAM FREQUENCY

VALID CASES 79 MISSING CASES 6

033M0 birthmonth

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	1	12	14.1	15.0	15.0
	2	3	3.5	3.7	18.8
	3	5	5.9	6.3	25.0
	4	6	7.1	7.5	32.5
	5	6	7.1	7.5	40.0
	6	5	5.9	6.3	46.2
	7	7	8.2	8.7	55.0
	8	5	5.9	6.3	61.2
	9	10	11.8	12.5	73.7
	10	7	8.2	8.7	82.5
	11	6	7.1	7.5	90.0
	12	8	9.4	10.0	100.0
NR	88	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
12	1.00	******************************
3	2.00	********
5	3.00	************
6	4.00	***************
6	5.00	***************
5	6.00	************
7	7.00	*****************
6	8.00	***************
10	9.00	*************************
7	10.00	*****************
6	11.00	***************
8	12.00	********************

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 80 MISSING CASES 5

033YEAR age of respondent

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
10-14 years	0	3	3.5	3.7	3.7
15-19 years	1	14	16.5	17.1	20.7
20-24 years	2	11	12.9	13.4	34.1
25-29 years	3	4	4.7	4.9	39.0
30-34 years	4	8	9.4	9.8	48.8
35-39 years	5	7	8.2	8.5	57.3
40-44 years	6	6	7.1	7.3	64.6
45-49 years	7	6	7.1	7.3	72.0
50-65 years	8	19	22.4	23.2	95.1
65 and over	9	4	4.7	4.9	100.0
NR	88	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
3	.00	********
14	1.00	**********************************
11	2.00	***************************
4	3.00	**********
8	4.00	********************
7	5.00	*****************
6	6.00	***************
8	7.00	********************
19	8.00	**
4	9.00	**********

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

034 marital status

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
single	1	33	38.8	39.8	39.8
married	2	46	54.1	55.4	95.2
wid/div/seprtd	3	4	4.7	4.8	100.0
NR	8	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
33	1.00	*********************************
46	2.00	**
4	3.00	****

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

035 level of schooling

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
less than grade 8	1	1	1.2	1.2	1.2
gr 8-13 not certfd	2	11	12.9	13.3	14.5
gr 8-13 certified	3	17	20.0	20.5	34.9
trd crt/dipl elm+scd	4	1	1.2	1.2	36.1
non-u w or wout dipl	5	12	14.1	14.5	50.6
trd crt/dipl non-unv	6	2	2.4	2.4	53.0
univ w or wout dipl	8	17	20.0	20.5	73.5
bachelor degree or +	10	22	25.9	26.5	100.0
NR	88	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
1	1.00	**
11	2.00	**********
17	3.00	**********
1	4.00	**
12	5.00	**********
2	6.00	****
0	7.00	
17	8.00	**********
0	9.00	
22	10.00	**********

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

036 years of schooling completed

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
	6	1	1.2	1.2	1.2
	7	1	1.2	1.2	2.5
	8	1	1.2	1.2	3.7
	9	3	3.5	3.7	7.5
	10	3	3.5	3.7	11.2
	11	2	2.4	2.5	13.7
	12	21	24.7	26.2	40.0
	13	5	5.9	6.3	46.2
	14	8	9.4	10.0	56.3
	15	6	7.1	7.5	63.7
	16	8	9.4	10.0	73.7
	17	11	12.9	13.7	87.5
	18	5	5.9	6.3	93.8
	19	2	2.4	2.5	96.2
	22	2	2.4	2.5	98.7
	24	1	1.2	1.2	100.0
NR	88	5	5.9	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
1	6.00	**
1	7.00	**
1	8.00	**
3	9.00	******
3	10.00	******
2	11.00	****
21	12.00	**********
5	13.00	**********
8	14.00	**********
6	15.00	**********
8	16.00	**********
11	17.00	**********
5	18.00	**********
2	19.00	****
0	20.00	
0	21.00	
2	22.00	****
0	23.00	
1	24.00	**

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 80 MISSING CASES 5

037 religious preference

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
no preference	0	11	12.9	12.9	12.9
anglican	1	5	5.9	5.9	18.8
catholic	2	22	25.9	25.9	44.7
jewish	4	2	2.4	2.4	47.1
mormon	5	2	2.4	2.4	49.4
protestant	7	19	22.4	22.4	71.8
united church	8	17	20.0	20.0	91.8
other	9	7	8.2	8.2	100.0
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
11	.00	**********
5	1.00	**********
22	2.00	**********
0	3.00	
2	4.00	****
2	5.00	****
0	6.00	
19	7.00	**********
17	8.00	**********
7	9.00	**********

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 85 MISSING CASES 0

038 years in community

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
under 5 yrs	1	7	8.2	8.4	8.4
5 - 10 yrs	2	14	16.5	16.9	25.3
11 - 20 yrs	3	25	29.4	30.1	55.4
21 - 30 yrs	4	23	27.1	27.7	83.1
over 30 yrs	5	14	16.5	16.9	100.0
	88	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
7	1.00	**********
14	2.00	********************
25	3.00	**********
23	4.00	**********
14	5.00	**********

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

039 cultural ethnic background

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Asian	1	4	4.7	4.9	4.9
Canadian	2	12	14.1	14.8	19.8
European (East)	3	9	10.6	11.1	30.9
European (West)	4	10	11.8	12.3	43.2
Scandinavian	5	4	4.7	4.9	48.1
United Kingdom	6	25	29.4	30.9	79.0
Utd Kingdom + Other	7	9	10.6	11.1	90.1
Other single	8	3	3.5	3.7	93.8
Other multiple	9	5	5.9	6.2	100.0
NR	88	4	4.7	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .50 OCCURRENCES
4	1.00	********
12	2.00	**********
9	3.00	**********
10	4.00	**********
4	5.00	********
25	6.00	**********
9	7.00	**********
3	8.00	******
5	9.00	**********

0 5 10 15 20 25
HISTOGRAM FREQUENCY

VALID CASES 81 MISSING CASES 4

040 prior volunteer experience

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	55	65.9	68.3	68.3
no	2	26	30.6	31.7	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.20 OCCURRENCES
55	1.00	**********
26	2.00	**********

0 12 24 36 48 60
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

. . . . . .

041 volunteering in last 6 months

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	42	49.4	50.6	50.6
no	2	41	48.2	49.4	100.0
NR	8	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
42	1.00	**********
41	2.00	**********

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

042 hours/mo volunteered

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
under 10 hrs/mo	1	17	20.0	43.6	43.6
11 - 30 hrs/mo	2	16	18.8	41.0	84.6
31 hrs/mo +	3	6	7.1	15.4	100.0
NR	88	45	52.9	MISSING	
DK	99	1	1.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
17	1.00	**********
16	2.00	**********
6	3.00	***

0 4 8 12 16 20
HISTOGRAM FREQUENCY

VALID CASES 39 MISSING CASES 46

043 association with voluntary associations

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	47	55.3	57.3	57.3
no	2	35	41.2	42.7	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.00 OCCURRENCE
47	1.00	**********
35	2.00	**********

0 10 20 30 40 50
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

044 participation in sports

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
yes	1	64	75.3	77.1	77.1
no	2	19	22.4	22.9	100.0
NR	8	2	2.4	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY 1.50 OCCURRENCES
64	1.00	**********
19	2.00	**********

0 15 30 45 60 75
HISTOGRAM FREQUENCY

VALID CASES 83 MISSING CASES 2

045 occupation

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
full-time	1	38	44.7	46.3	46.3
part-time	2	13	15.3	15.9	62.2
student	3	10	11.8	12.2	74.4
unemployed	4	4	4.7	4.9	79.3
retired;pension	5	8	9.4	9.8	89.0
not working	6	9	10.6	11.0	100.0
NR	8	3	3.5	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .80 OCCURRENCES
38	1.00	**********
13	2.00	**********
10	3.00	**********
4	4.00	*****
8	5.00	**********
9	6.00	**********

0 8 16 24 32 40
HISTOGRAM FREQUENCY

VALID CASES 82 MISSING CASES 3

046 Income in 1983

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Without income	0	11	12.9	16.9	16.9
less than $3,000:yr	1	9	10.6	13.8	30.8
$3,000 - $3,999:yr	2	1	1.2	1.5	32.3
$4,000 - $5,999:yr	3	2	2.4	3.1	35.4
$6,000 - $7,999:yr	4	3	3.5	4.6	40.0
$8,000 - $9,999:yr	5	3	3.5	4.6	44.6
$10,000 - $12,999:yr	6	2	2.4	3.1	47.7
$13,000 - $16,999:yr	7	4	4.7	6.2	53.8
$17,000 - $21,999:yr	8	5	5.8	7.7	61.5
$22,000 - $25,999:yr	9	6	7.1	9.2	70.8
$26,000 - $29,999:yr	10	6	7.1	9.2	80.0
$30,000 - $34,999:yr	11	2	2.4	3.1	83.1
$35,000 - $39,999:yr	12	3	3.5	4.6	87.7
$40,000 - $44,999:yr	13	1	1.2	1.5	89.2
$45,000 - $49,999:yr	14	1	1.2	1.5	90.8
$50,000 + over:yr	15	6	7.1	9.2	100.0
NR	88	13	15.3	MISSING	
DK	99	7	8.2	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .40 OCCURRENCES
11	.00	**********
9	1.00	********
1	2.00	***
2	3.00	*****
3	4.00	********
3	5.00	********
2	6.00	*****
4	7.00	**********
6	8.00	***************
6	9.00	***************
6	10.00	***************
2	11.00	*****
3	12.00	********
1	13.00	***
1	14.00	***
6	15.00	***************

0 4 8 12 16 20

HISTOGRAM FREQUENCY

VALID CASES 65 MISSING CASES 20

047 Household income in 1983

VALUE LABEL	VALUE	FREQUENCY	PERCENT	VALID PERCENT	CUM PERCENT
Without income	0	1	1.2	1.9	1.9
$3E,000 - $3E,999:yr	2	1	1.2	1.9	3.7
$10,000 - $14,999:yr	3	1	1.2	1.9	5.6
$15,000 - $19,999:yr	4	3	3.5	5.6	11.1
$20,000 - $24,999:yr	5	4	4.7	7.4	18.5
$25,000 - $29,999:yr	6	7	8.2	13.0	31.5
$30,000 - $34,999:yr	7	5	5.9	9.3	40.7
$35,000 - $39,999:yr	8	3	3.5	5.6	46.3
$40,000 - $44,999:yr	9	1	1.2	1.9	48.1
$45,000 - $49,999:yr	10	6	7.1	11.1	59.3
$50,000 - $54,999:yr	11	4	4.7	7.4	66.7
$55,000 - $59,999:yr	12	6	7.1	11.1	77.8
$60,000 - $64,999:yr	13	4	4.7	7.4	85.2
$65,000 + over:yr	14	8	9.4	14.8	100.0
NR	88	16	18.8	MISSING	
DK	99	15	17.6	MISSING	
	TOTAL	85	100.0	100.0	

COUNT	VALUE	ONE SYMBOL EQUALS APPROXIMATELY .20 OCCURRENCES
1	.00	*****
0	1.00	
1	2.00	*****
1	3.00	*****
3	4.00	**********
4	5.00	**********
7	6.00	**********
5	7.00	**********
3	8.00	**********
1	9.00	*****
6	10.00	**********
4	11.00	**********
6	12.00	**********
4	13.00	**********
8	14.00	**********

0 2 4 6 8 10

HISTOGRAM FREQUENCY

VALID CASES 54 MISSING CASES 31

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PRECEDING TASK REQUIRED          0.80 SECONDS CPU TIME;      154.43 SECONDS ELAPSED

  306  0              crosstabs       q34 by q4/q4 by q32/q48 by q4/q47 by q4/
  309  0                              q33year by q4/q33year by q38/q42 by  q33year/
  310  0                              q42 by q38 by q32/q32 by q38/q33year by q8/
  311  0                              q9 by q1/q17 by q33year/q4 by q17/
  312  0                              q33year by q32/q33year by q47/q33year by q48/
  313  0                              q48 by q32/q48 by q47/q34 by q32/q32 by q38
  314  0              options         3 4 5
  315  0              statistics      1 4 11

THERE ARE    61152 BYTES OF SPSS MEMORY AVAILABLE.
THE LARGEST CONTIGUOUS AREA HAS     57824 BYTES.
SPSS IS USING     65536 BYTES OF SYSTEM MEMORY
THERE ARE AT LEAST  2031616 BYTES OF SYSTEM MEMORY AVAILABLE.

 ***** GIVEN WORKSPACE ALLOWS FOR  3241 CELLS WITH     3 DIMENSIONS FOR CROSSTAB PROBLEM *****
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C R O S S T A B U L A T I O N O F

04 job category BY 038 level of schooling PAGE 1 OF 1

04 / COUNT, ROW PCT, COL PCT, TOT PCT	038 less tha n grade 1	gr 9-13 not cert 2	gr 9-13 certifie 3	trade ce rtct or 4	non-univ trade ce no cert 5	non-univ trade ce rtct or 6	non-univ with ce certfct 7	univ no certfct 8	univ wit h certfc 9	bachelor degree 10	ROW TOTAL
1 low resp job	1 2.9 100.0 1.3	8 22.9 72.7 10.1	6 17.1 42.9 7.6				5 14.3 50.0 6.3	4 11.4 40.0 5.1	3 8.6 50.0 3.8	8 22.9 36.4 10.1	35 44.3
2 med resp job	2 7.7 18.2 2.5	5 19.2 35.7 6.3	1 3.8 100.0 1.3	1 3.8 50.0 1.3	2 7.7 100.0 2.5		4 15.4 40.0 5.1	4 15.4 40.0 5.1	2 7.7 33.3 2.5	5 19.2 22.7 6.3	26 32.9
3 high resp job		1 5.6 9.1 1.3	3 16.7 21.4 3.8		1 5.6 50.0 1.3		1 5.6 10.0 1.3	2 11.1 20.0 2.5	1 5.6 16.7 1.3	9 50.0 40.9 11.4	18 22.8
COLUMN TOTAL	1 1.3	11 13.9	14 17.7	1 1.3	2 2.5	2 2.5	10 12.7	10 12.7	6 7.6	22 27.8	79 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
18.28665	18	0.4382	0.228	28 OF 30 (88.7%)

STATISTIC	SYMMETRIC	WITH 04 DEPENDENT	WITH 038 DEPENDENT
LAMBDA	0.04850	0.11364	0.0

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.20481	0.0352

NUMBER OF MISSING OBSERVATIONS = 6

C R O S S T A B U L A T I O N O F

034 marital status BY 04 job category PAGE 1 OF 1

034 / COUNT, ROW PCT, COL PCT, TOT PCT	04 low resp job 1	med resp job 2	high res p job 3	ROW TOTAL
1 single	18 57.6 54.3 24.1	12 38.4 46.2 15.2	2 6.1 11.1 2.5	33 41.8
2 married	18 35.7 42.8 19.0	13 31.0 50.0 16.5	14 33.3 77.8 17.7	42 53.2
4 widowed	1 50.0 2.9 1.3		1 50.0 5.6 1.3	2 2.5
5 divorced / separ		1 50.0 3.8 1.3	1 50.0 5.6 1.3	2 2.5
COLUMN TOTAL	35 44.3	26 32.9	18 22.8	79 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
11.31870	6	0.0790	0.456	8 OF 12 (66.6%)

STATISTIC	SYMMETRIC	WITH 034 DEPENDENT	WITH 04 DEPENDENT
LAMBDA	0.06173	0.10811	0.02273

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.29827	0.0040

NUMBER OF MISSING OBSERVATIONS = 6

04 job category CROSSTABULATION OF BY 032 sex PAGE 1 OF 1

04	COUNT / ROW PCT / COL PCT / TOT PCT	032 male 1	032 female 2	ROW TOTAL
1 low resp job		13 36.1 38.2 16.3	23 63.9 50.0 28.8	36 45.0
2 mod resp job		15 57.7 44.1 18.8	11 42.3 23.9 13.8	26 32.5
3 high resp job		6 33.3 17.6 7.5	12 66.7 26.1 15.0	18 22.5
COLUMN TOTAL		34 42.5	46 57.5	80 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
3.87587	2	0.1581	7.650	NONE

STATISTIC	SYMMETRIC	WITH 04 DEPENDENT	WITH 032 DEPENDENT
LAMBDA	0.07692	0.04545	0.11765

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.02060	0.4273

NUMBER OF MISSING OBSERVATIONS = 5

CROSSTABULATION OF

048 income in 1983 BY 04 job category

048	04 low resp job 1	04 med resp job 2	04 high resp job 3	ROW TOTAL
0 without income	10 90.9 38.5 18.1		1 9.1 7.7 1.8	11 17.7
1 less than $2,000	4 44.4 14.3 6.5	3 33.3 14.3 4.8	2 22.2 15.4 3.2	9 14.5
2 $02,000 - $03,99	1 100.0 3.8 1.6			1 1.6
3 $04,000 - $05,99		2 100.0 9.5 3.2		2 3.2
4 $06,000 - $07,99	3 100.0 10.7 4.8			3 4.8
5 $08,000 - $09,99		3 100.0 14.3 4.8		3 4.8
6 $10,000 - $13,99			2 100.0 15.4 3.2	2 3.2
7 $14,000 - $17,99	1 25.0 3.8 1.6	2 50.0 9.5 3.2	1 25.0 7.7 1.6	4 6.5
8 $18,000 - $21,99	1 25.0 3.8 1.6	2 50.0 9.5 3.2	1 25.0 7.7 1.6	4 6.5
9 $22,000 - $25,99	1 20.0 3.8 1.6	2 40.0 9.5 3.2	2 40.0 15.4 3.2	5 8.1
10 $26,000 - $29,99	3 50.0 10.7 4.8	3 50.0 14.3 4.8		6 9.7
11 $30,000 - $34,99	1 50.0 3.8 1.6	1 50.0 4.8 1.6		2 3.2
12 $35,000 - $39,99	2 66.7 7.1 3.2	1 33.3 4.8 1.6		3 4.8
14 $45,000 - $49,99			1 100.0 7.7 1.6	1 1.6
15 $50,000 + over:y	1 16.7 3.8 1.6	2 33.3 9.5 3.2	3 50.0 23.1 4.8	6 9.7
COLUMN TOTAL	28 45.2	21 33.9	13 21.0	62 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
45.27637	28	0.0207	0.210	45 OF 45 (100.0%)

STATISTIC	SYMMETRIC	WITH 048 DEPENDENT	WITH 04 DEPENDENT
LAMBDA	0.21176	0.09804	0.36335

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.31988	0.0055

NUMBER OF MISSING OBSERVATIONS = 23

CROSSTABULATION OF

047 household income in 1983 BY 04 job category

047 household income in 1983	04 low resp job 1	04 med resp job 2	04 high resp job 3	ROW TOTAL
0 without income	1 100.0 4.8 1.9			1 1.9
2 $05,000 - $09,99	1 100.0 4.8 1.9			1 1.9
3 $10,000 - $14,99			1 100.0 8.3 1.9	1 1.9
4 $15,000 - $19,99		2 100.0 10.5 3.8		2 3.8
5 $20,000 - $24,99	1 25.0 4.8 1.9	1 25.0 5.3 1.9	2 50.0 16.7 3.8	4 7.7
6 $25,000 - $29,99	3 42.9 14.3 5.8	4 57.1 21.1 7.7		7 13.5
7 $30,000 - $34,99	2 40.0 9.5 3.8	1 20.0 5.3 1.9	2 40.0 16.7 3.8	5 9.6
8 $35,000 - $39,99	2 66.7 9.5 3.8		1 33.3 8.3 1.9	3 5.8
9 $40,000 - $44,99		1 100.0 5.3 1.9		1 1.9
10 $45,000 - $49,99	3 50.0 14.3 5.8	1 16.7 5.3 1.9	2 33.3 16.7 3.8	6 11.5
11 $50,000 - $54,99	2 50.0 9.5 3.8	1 25.0 5.3 1.9	1 25.0 8.3 1.9	4 7.7
12 $55,000 - $59,99	2 40.0 9.5 3.8	2 40.0 10.5 3.8	1 20.0 8.3 1.9	5 9.6
13 $60,000 - $64,99	1 25.0 4.8 1.9	3 75.0 15.8 5.8		4 7.7
14 $65,000 + ovrflw	3 37.5 14.3 5.8	3 37.5 15.8 5.8	2 25.0 16.7 3.8	8 15.4
COLUMN TOTAL	21 40.4	19 36.5	12 23.1	52 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
22.46186	26	0.6832	0.231	42 OF 42 (100.0%)

STATISTIC	SYMMETRIC	WITH 047 DEPENDENT	WITH 04 DEPENDENT
LAMBDA	0.12000	0.02273	0.25806

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.01026	0.4712

NUMBER OF MISSING OBSERVATIONS = 33

CROSSTABULATION OF

033YEAR age of respondent BY 04 job category

033YEAR		04 low resp job 1	04 med resp job 2	04 high resp job 3	ROW TOTAL
10-14 years	0	3 100.0 8.6 3.8			3 3.8
15-19 years	1	10 71.4 28.6 12.8	4 28.6 15.4 5.1		14 17.9
20-24 years	2	5 45.5 14.3 6.4	5 45.5 19.2 6.4	1 9.1 5.9 1.3	11 14.1
25-29 years	3	1 33.3 2.9 1.3	1 33.3 3.8 1.3	1 33.3 5.9 1.3	3 3.8
30-34 years	4	1 14.3 2.9 1.3	4 57.1 15.4 5.1	2 28.6 11.8 2.6	7 9.0
35-39 years	5	2 28.6 5.7 2.6	1 14.3 3.8 1.3	4 57.1 23.5 5.1	7 9.0
40-44 years	6	3 50.0 8.6 3.8	2 33.3 7.7 2.6	1 16.7 5.9 1.3	6 7.7
45-49 years	7	3 50.0 8.6 3.8	3 50.0 11.5 3.8		6 7.7
50-65 years	8	7 38.9 20.0 9.0	5 27.8 19.2 6.4	6 33.3 35.3 7.7	18 23.1
65 and over	9		1 33.3 3.8 1.3	2 66.7 11.8 2.6	3 3.8
	COLUMN TOTAL	35 44.9	26 33.3	17 21.8	78 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
26.08581	16	0.0582	0.654	27 OF 30 (90.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH 04 DEPENDENT
LAMBDA	0.09709	0.05000	0.16279

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.31575	0.0024

NUMBER OF MISSING OBSERVATIONS = 7

CROSSTABULATION OF

033YEAR age of respondent BY 038 years in community

033YEAR	COUNT / ROW PCT / COL PCT / TOT PCT	038 under 5 yrs (1)	5 - 10 yrs (2)	11 - 20 yrs (3)	21 - 30 yrs (4)	over 30 yrs (5)	ROW TOTAL
10-14 years	0			3 100.0 12.0 3.7			3 3.7
15-19 years	1	3 21.4 50.0 3.7	3 21.4 21.4 3.7	8 57.1 32.0 9.8			14 17.1
20-24 years	2		1 9.1 7.1 1.2	1 9.1 4.0 1.2	9 81.8 39.1 11.0		11 13.4
25-29 years	3		3 75.0 21.4 3.7		1 25.0 4.3 1.2		4 4.9
30-34 years	4	2 25.0 33.3 2.4	2 25.0 14.3 2.4	2 25.0 8.0 2.4	1 12.5 4.3 1.2	1 12.5 7.1 1.2	8 9.8
35-39 years	5	1 14.3 16.7 1.2	2 28.6 14.3 2.4	3 42.9 12.0 3.7	1 14.3 4.3 1.2		7 8.5
40-44 years	6			3 50.0 12.0 3.7	3 50.0 13.0 3.7		6 7.3
45-49 years	7		2 33.3 14.3 2.4	1 16.7 4.0 1.2	2 33.3 8.7 2.4	1 16.7 7.1 1.2	6 7.3
50-65 years	8		1 5.3 7.1 1.2	3 15.8 12.0 3.7	4 21.1 17.4 4.9	11 57.9 78.6 13.4	19 23.2
66 and over	9			1 25.0 4.0 1.2	2 50.0 8.7 2.4	1 25.0 7.1 1.2	4 4.9
	COLUMN TOTAL	6 7.3	14 17.1	25 30.5	23 28.0	14 17.1	82 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
65.23100	36	0.0000	0.220	48 OF 50 (96.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH 038 DEPENDENT
LAMBDA	0.10000	0.23810	0.38542

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.46154	0.0000

NUMBER OF MISSING OBSERVATIONS = 3

CROSSTABULATION OF

042 hours/mo volunteered BY 033YEAR age of respondent

042	033YEAR 0	1	2	3	4	5	6	7	8	9	ROW TOTAL
1 under 10 hrs/mo		1 5.9 50.0 2.6	2 11.8 40.0 5.3	2 11.8 100.0 5.3	1 5.9 33.3 2.6	3 17.6 75.0 7.9	3 17.6 75.0 7.9		4 23.5 33.3 10.5	1 5.9 50.0 2.6	17 44.7
2 11 - 30 hrs/mo	1 6.7 50.0 2.6	1 6.7 50.0 2.6	3 20.0 60.0 7.9		2 13.3 66.7 5.3		1 6.7 25.0 2.6	2 13.3 100.0 5.3	5 33.3 41.7 13.2		15 39.5
3 31 hrs/mo +	1 16.7 50.0 2.6					1 16.7 25.0 2.6			3 50.0 25.0 7.9	1 16.7 50.0 2.6	6 15.8
COLUMN TOTAL	2 5.3	2 5.3	5 13.2	2 5.3	3 7.9	4 10.5	4 10.5	2 5.3	12 31.6	2 5.3	38 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
18.38388	18	0.4300	0.316	29 OF 30 (96.7%)

STATISTIC	SYMMETRIC	WITH 042 DEPENDENT	WITH 033YEAR DEPENDENT
LAMBDA	0.12766	0.28571	0.0

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.09824	0.2767

NUMBER OF MISSING OBSERVATIONS = 47

CROSSTABULATION OF

042 hours/mo volunteered BY 038 years in community

CONTROLLING FOR.. 032 sex

VALUE = 1. male

042	038 1	2	3	4	5	ROW TOTAL
1 under 10 hrs/mo		1 11.1 25.0 5.9	2 22.2 66.7 11.8	4 44.4 80.0 23.5	2 22.2 66.7 11.8	9 52.9
2 11 - 30 hrs/mo	2 33.3 100.0 11.8	2 33.3 50.0 11.8	1 16.7 33.3 5.9	1 16.7 20.0 5.9		6 35.3
3 31 hrs/mo +		1 50.0 25.0 5.9			1 50.0 33.3 5.9	2 11.8
COLUMN TOTAL	2 11.8	4 23.5	3 17.6	5 29.4	3 17.6	17 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
9.52314	8	0.3001	0.235	15 OF 15 (100.0%)

STATISTIC	SYMMETRIC	WITH 042 DEPENDENT	WITH 038 DEPENDENT
LAMBDA	0.25000	0.37500	0.18667

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.31342	0.1103

CROSSTABULATION OF

042 hours/mo volunteered BY 038 years in community

CONTROLLING FOR...

033 sex VALUE = 2. female

042	COUNT / ROW PCT / COL PCT / TOT PCT	038 5 - 10 yrs	11 - 20 yrs	21 - 30 yrs	over 30 yrs	ROW TOTAL
		1	2	3	4	5	
under 10 hrs/mo	1	2	3	2		7
		28.6	42.9	28.6		33.3
		66.7	42.9	40.0		
		9.5	14.3	9.5		
11 - 30 hrs/mo	2	1	2	2	5	10
		10.0	20.0	20.0	50.0	47.6
		33.3	28.6	40.0	83.3	
		4.8	9.5	9.5	23.8	
31 hrs/mo +	3		2	1	1	4
			50.0	25.0	25.0	19.0
			28.6	20.0	16.7	
			9.5	4.8	4.8	
	COLUMN TOTAL	3	7	5	6	21
		14.3	33.3	23.8	28.6	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
8.81214	8	0.3583	0.571	12 OF 12 (100.0%)

STATISTIC	SYMMETRIC	WITH 042 DEPENDENT	WITH 038 DEPENDENT
LAMBDA	0.20000	0.18182	0.21428

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.32301	0.0766

NUMBER OF MISSING OBSERVATIONS = 47

CROSSTABULATION OF

033 sex BY 039 cultural ethnic background PAGE 1 OF 1

033	COUNT / ROW PCT / COL PCT / TOT PCT	039 Asian	Canadian	European (East)	European (West)	Scandinavian	United Kingdom	Utd King dom + Ot	Other single	Other multiple	ROW TOTAL
		1	2	3	4	5	6	7	8	9	
male	1	4	5	3	2		13	3	2	4	36
		11.1	13.9	8.3	5.6		36.1	8.3	5.6	11.1	45.0
		100.0	45.5	33.3	20.0		52.0	33.3	66.7	80.0	
		5.0	6.3	3.8	2.5		16.3	3.8	2.5	5.0	
female	2		6	6	8	4	12	6	1	1	44
			13.6	13.6	18.2	9.1	27.3	13.6	2.3	2.3	55.0
			54.5	66.7	80.0	100.0	48.0	66.7	33.3	20.0	
			7.5	7.5	10.0	5.0	15.0	7.5	1.3	1.3	
	COLUMN TOTAL	4	11	9	10	4	25	9	3	5	80
		5.0	13.8	11.3	12.5	5.0	31.3	11.3	3.8	6.3	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
15.21640	8	0.0551	1.350	14 OF 18 (77.8%)

STATISTIC	SYMMETRIC	WITH 033 DEPENDENT	WITH 039 DEPENDENT
LAMBDA	0.09850	0.25000	0.0

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.04821	0.3333

NUMBER OF MISSING OBSERVATIONS = 5

CROSSTABULATION OF 033YEAR age of respondent BY Q8 friend invitedt

COUNT / ROW PCT / COL PCT / TOT PCT	Q8 yes 1	Q8 no 2	ROW TOTAL
033YEAR 0 10-14 years	1 33.3 2.2 1.3	2 66.7 5.9 2.5	3 3.8
1 15-19 years	10 71.4 21.7 12.5	4 28.6 11.8 5.0	14 17.5
2 20-24 years	8 80.0 17.4 10.0	2 20.0 5.9 2.5	10 12.5
3 25-29 years	1 25.0 2.2 1.3	3 75.0 8.8 3.8	4 5.0
4 30-34 years	5 62.5 10.9 6.3	3 37.5 8.8 3.8	8 10.0
5 35-39 years	2 28.6 4.3 2.5	5 71.4 14.7 6.3	7 8.8
6 40-44 years	3 50.0 6.5 3.8	3 50.0 8.8 3.8	6 7.5
7 45-49 years	3 50.0 6.5 3.8	3 50.0 8.8 3.8	6 7.5
8 50-55 years	12 66.7 26.1 15.0	6 33.3 17.6 7.5	18 22.5
9 56 and over	1 25.0 2.2 1.3	3 75.0 8.8 3.8	4 5.0
COLUMN TOTAL	46 57.5	34 42.5	80 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
10.73184	9	0.2945	1.275	10 OF 20 (75.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH Q8 DEPENDENT
LAMBDA	0.08333	0.0	0.23529

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.09100	0.2110

NUMBER OF MISSING OBSERVATIONS = 5

CROSSTABULATION OF Q8 general orientation received BY Q1 active involvement

COUNT / ROW PCT / COL PCT / TOT PCT	Q1 worked d uring Ga 1	Q1 worked p rior Gam 2	ROW TOTAL
Q8 1 yes	50 68.5 89.3 61.0	23 31.5 88.5 28.0	73 89.0
2 no	6 66.7 10.7 7.3	3 33.3 11.5 3.7	9 11.0
COLUMN TOTAL	56 68.3	26 31.7	82 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
0.0	1	1.0000	3.854	1 OF 4 (25.0%)
0.01234	1	0.9115	(BEFORE YATES CORRECTION)	

STATISTIC	SYMMETRIC	WITH Q8 DEPENDENT	WITH Q1 DEPENDENT
LAMBDA	0.0	0.0	0.0

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.01327	0.4564

NUMBER OF MISSING OBSERVATIONS = 3

CROSSTABULATION OF
017 compensation received BY 033YEAR age of respondent PAGE 1 OF 1

017	COUNT / ROW PCT / COL PCT / TOT PCT	033YEAR 10-14 yrs 0	15-19 yrs 1	20-24 yrs 2	25-29 yrs 3	30-34 yrs 4	35-39 yrs 5	40-44 yrs 6	45-49 yrs 7	50-65 yrs 8	65 and over 9	ROW TOTAL
very little	1		3 25.0 21.4 3.9	1 8.3 10.0 1.3		1 8.3 12.5 1.3	2 16.7 28.6 2.6	1 8.3 16.7 1.3		3 25.0 20.0 3.9	1 8.3 25.0 1.3	12 15.8
	2	1 11.1 33.3 1.3	2 22.2 14.3 2.6	1 11.1 10.0 1.3	1 11.1 33.3 1.3	1 11.1 12.5 1.3		1 11.1 16.7 1.3	1 11.1 16.7 1.3	1 11.1 6.7 1.3		9 11.8
	3		2 18.2 14.3 2.6		1 9.1 33.3 1.3		1 9.1 14.3 1.3		3 27.3 50.0 3.9	3 27.3 20.0 3.9	1 9.1 25.0 1.3	11 14.5
	4	2 8.3 66.7 2.6	4 16.7 28.6 5.3	4 16.7 40.0 5.3		4 16.7 50.0 5.3	3 12.5 42.9 3.9	2 8.3 33.3 2.6		4 16.7 26.7 5.3	1 4.2 25.0 1.3	24 31.6
very much	5		3 15.0 21.4 3.9	4 20.0 40.0 5.3	1 5.0 33.3 1.3	2 10.0 25.0 2.6	1 5.0 14.3 1.3	2 10.0 33.3 2.6	2 10.0 33.3 2.6	4 20.0 26.7 5.3	1 5.0 25.0 1.3	20 26.3
	COLUMN TOTAL	3 3.9	14 18.4	10 13.2	3 3.9	8 10.5	7 9.2	6 7.9	6 7.9	15 19.7	4 5.3	76 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
36.27083	36	0.4828	0.395	50 OF 50 (100.0%)

STATISTIC	SYMMETRIC	WITH 017 DEPENDENT	WITH 033YEAR DEPENDENT
LAMBDA	0.04435	0.07692	0.01639

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.01422	0.4515

NUMBER OF MISSING OBSERVATIONS = 9

CROSSTABULATION OF
04 job category BY 017 compensation received

04	COUNT / ROW PCT / COL PCT / TOT PCT	017 very little 1	2	3	4	very much 5	ROW TOTAL
low resp job	1	6 17.6 50.0 8.1	5 14.7 62.5 6.8	4 11.8 40.0 5.4	8 23.5 33.3 10.8	11 32.4 55.0 14.9	34 45.9
med resp job	2	3 11.5 25.0 4.1	2 7.7 25.0 2.7	4 15.4 40.0 5.4	11 42.3 45.8 14.9	6 23.1 30.0 8.1	26 35.1
high resp job	3	3 21.4 25.0 4.1	1 7.1 12.5 1.4	2 14.3 20.0 2.7	5 35.7 20.8 6.8	3 21.4 15.0 4.1	14 18.9
	COLUMN TOTAL	12 16.2	8 10.8	10 13.5	24 32.4	20 27.0	74 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
3.99389	8	0.8578	1.514	10 OF 15 (66.7%)

STATISTIC	SYMMETRIC	WITH 04 DEPENDENT	WITH 017 DEPENDENT
LAMBDA	0.08667	0.07500	0.08000

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.00445	0.4850

NUMBER OF MISSING OBSERVATIONS = 11

CROSSTABULATION OF 033YEAR age of respondent BY 032 sex

033YEAR	COUNT / ROW PCT / COL PCT / TOT PCT	032 male 1	032 female 2	ROW TOTAL
10-14 years	0	1 33.3 2.8 1.2	2 66.7 4.4 2.5	3 3.7
15-19 years	1	7 50.0 19.4 8.6	7 50.0 15.6 8.6	14 17.3
20-24 years	2	3 27.3 8.3 3.7	8 72.7 17.8 9.9	11 13.6
25-29 years	3	2 50.0 5.6 2.5	2 50.0 4.4 2.5	4 4.9
30-34 years	4	7 87.5 19.4 8.6	1 12.5 2.2 1.2	8 9.9
35-39 years	5	4 57.1 11.1 4.9	3 42.9 6.7 3.7	7 8.6
40-44 years	6	3 50.0 8.3 3.7	3 50.0 6.7 3.7	6 7.4
45-49 years	7	2 33.3 5.6 2.5	4 66.7 8.9 4.9	6 7.4
50-65 years	8	5 27.8 13.9 6.2	13 72.2 28.9 16.0	18 22.2
65 and over	9	2 50.0 5.6 2.5	2 50.0 4.4 2.5	4 4.9
	COLUMN TOTAL	36 44.4	45 55.6	81 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
10.60203	9	0.3040	1.333	15 OF 20 (75.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH 032 DEPENDENT
LAMBDA	0.09091	0.03175	0.18444

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.07609	0.2488

NUMBER OF MISSING OBSERVATIONS = 4

CROSSTABULATION OF

033YEAR age of respondent BY 047 household income in 1983

033YEAR	047 without income 0	$05,000 - $09,99 2	$10,000 - $14,99 3	$15,000 - $19,99 4	$20,000 - $24,99 5	$25,000 - $29,99 6	$30,000 - $34,99 7	$35,000 - $39,99 8	$40,000 - $44,99 9	$45,000 - $49,99 10	$50,000 - $54,99 11	$55,000 - $59,99 12	$60,000 - $64,99 13	$65,000 + over 14	ROW TOTAL
15-19 years 1	1 12.5 100.0 1.9					1 12.5 14.3 1.9	1 12.5 20.0 1.9	1 12.5 33.3 1.9			1 12.5 25.0 1.9	3 37.5 50.0 5.6			8 14.8
20-24 years 2		1 12.5 100.0 1.9				1 12.5 14.3 1.9				2 25.0 33.3 3.7	1 12.5 25.0 1.9		2 25.0 50.0 3.7	1 12.5 12.5 1.9	8 14.8
25-29 years 3				1 25.0 33.3 1.9			1 25.0 20.0 1.9	1 25.0 33.3 1.9				1 25.0 16.7 1.9			4 7.4
30-34 years 4						1 16.7 14.3 1.9			1 16.7 100.0 1.9	1 16.7 16.7 1.9	1 16.7 25.0 1.9			2 33.3 25.0 3.7	6 11.1
35-39 years 5			1 14.3 100.0 1.9		3 42.8 75.0 5.6					1 14.3 16.7 1.9				2 28.6 25.0 3.7	7 13.0
40-44 years 6							1 25.0 20.0 1.9					1 25.0 16.7 1.9	2 50.0 50.0 3.7		4 7.4
45-49 years 7				1 20.0 33.3 1.9	1 20.0 25.0 1.9	1 20.0 14.3 1.9	1 20.0 20.0 1.9							1 20.0 12.5 1.9	5 9.3
50-55 years 8						2 22.2 28.6 3.7	1 11.1 20.0 1.9			2 22.2 33.3 3.7	1 11.1 25.0 1.9	1 11.1 16.7 1.9		2 22.2 25.0 3.7	9 16.7
65 and over 9				1 33.3 33.3 1.9		1 33.3 14.3 1.9		1 33.3 33.3 1.9							3 5.6
COLUMN TOTAL	1 1.9	1 1.9	1 1.9	3 5.6	4 7.4	7 13.0	5 9.3	3 5.6	1 1.9	6 11.1	4 7.4	6 11.1	4 7.4	8 14.8	54 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
111.82614	104	0.2825	0.056	126 OF 126 (100.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH 047 DEPENDENT
LAMBDA	0.24176	0.28889	0.19565

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.04364	0.3770

NUMBER OF MISSING OBSERVATIONS = 31

CROSSTABULATION OF

033YEAR age of respondent BY 046 income in 1983

033YEAR		046 without income 0	less than $2,000 1	$02,000 - $03,99 2	$04,000 - $05,99 3	$06,000 - $07,99 4	$08,000 - $09,99 5	$10,000 - $13,99 6	$14,000 - $17,99 7	$18,000 - $21,99 8	$22,000 - $25,99 9	$26,000 - $29,99 10	$30,000 - $34,99 11	$35,000 - $39,99 12	$40,000 - $44,99 13	$45,000 - $49,99 14	$50,000 + over :y 15	ROW TOTAL
10-14 years	0	3 100.0 27.3 4.6																3 4.6
15-19 years	1	5 45.5 45.5 7.7	5 45.5 55.6 7.7									1 9.1 16.7 1.5						11 16.9
20-24 years	2		2 20.0 22.2 3.1	1 10.0 100.0 1.5	1 10.0 50.0 1.5	2 20.0 66.7 3.1	1 10.0 33.3 1.5		2 20.0 50.0 3.1	1 10.0 20.0 1.5								10 15.4
25-29 years	3		1 25.0 11.1 1.5						1 25.0 25.0 1.5					1 25.0 33.3 1.5	1 25.0 100.0 1.5			4 6.2
30-34 years	4						1 12.5 33.3 1.5		1 12.5 25.0 1.5		1 12.5 16.7 1.5	3 37.5 50.0 4.6					2 25.0 33.3 3.1	8 12.3
35-39 years	5							1 16.7 50.0 1.5		2 33.3 40.0 3.1	1 16.7 16.7 1.5						2 33.3 33.3 3.1	6 9.2
40-44 years	6	2 40.0 18.2 3.1									1 20.0 16.7 1.5			1 20.0 33.3 1.5			1 20.0 16.7 1.5	5 7.7
45-49 years	7									1 20.0 20.0 1.5	2 40.0 33.3 3.1		1 20.0 50.0 1.5	1 20.0 33.3 1.5				5 7.7
50-65 years	8	1 9.1 9.1 1.5	1 9.1 11.1 1.5		1 9.1 50.0 1.5	1 9.1 33.3 1.5		1 9.1 50.0 1.5			1 9.1 16.7 1.5	2 18.2 33.3 3.1	1 9.1 50.0 1.5		1 9.1 100.0 1.5		1 9.1 16.7 1.5	11 16.9
65 and over	9						1 50.0 33.3 1.5			1 50.0 20.0 1.5								2 3.1
COLUMN TOTAL		11 16.9	9 13.8	1 1.5	2 3.1	3 4.6	3 4.6	2 3.1	4 6.2	5 7.7	6 9.2	6 9.2	2 3.1	3 4.6	1 1.5	1 1.5	6 9.2	65 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
165.64450	126	0.0367	0.031	160 OF 160 (100.0%)

STATISTIC	SYMMETRIC	WITH 033YEAR DEPENDENT	WITH 046 DEPENDENT
LAMBDA	0.29630	0.37037	0.22222

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.47072	0.0000

NUMBER OF MISSING OBSERVATIONS = 20

CROSSTABULATION OF

046 Income in 1983 BY 032 sex

046	COUNT / ROW PCT / COL PCT / TOT PCT	032 male (1)	032 female (2)	ROW TOTAL
0 without income		5 45.5 16.7 7.7	6 54.5 17.1 9.2	11 16.9
1 less than $2,000		2 22.2 6.7 3.1	7 77.8 20.0 10.8	9 13.8
2 $2,000 - $3,99			1 100.0 2.9 1.5	1 1.5
3 $4,000 - $5,99		1 50.0 3.3 1.5	1 50.0 2.9 1.5	2 3.1
4 $6,000 - $7,99			3 100.0 8.6 4.6	3 4.6
5 $8,000 - $9,99		2 66.7 6.7 3.1	1 33.3 2.9 1.5	3 4.6
6 $10,000 - $13,99			2 100.0 5.7 3.1	2 3.1
7 $14,000 - $17,99			4 100.0 11.4 6.2	4 6.2
8 $18,000 - $21,99		2 40.0 6.7 3.1	3 60.0 8.6 4.6	5 7.7
9 $22,000 - $25,99		3 50.0 10.0 4.6	3 50.0 8.6 4.6	6 9.2
10 $26,000 - $29,99		4 66.7 13.3 6.2	2 33.3 5.7 3.1	6 9.2
11 $30,000 - $34,99		1 50.0 3.3 1.5	1 50.0 2.9 1.5	2 3.1
12 $35,000 - $39,99		3 100.0 10.0 4.6		3 4.6
13 $40,000 - $44,99		1 100.0 3.3 1.5		1 1.5
14 $45,000 - $49,99		1 100.0 3.3 1.5		1 1.5
15 $50,000 + over:y		5 83.3 16.7 7.7	1 16.7 2.9 1.5	6 9.2
	COLUMN TOTAL	30 46.2	35 53.8	65 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
21.47782	15	0.1332	0.462	30 OF 32 (93.8%)

STATISTIC	SYMMETRIC	WITH 046 DEPENDENT	WITH 032 DEPENDENT
LAMBDA	0.15476	0.01852	0.40000

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.35151	0.0020

NUMBER OF MISSING OBSERVATIONS = 20

CROSSTABULATION OF

046 income in 1983 BY 047 household income in 1983

046	COUNT / ROW PCT / COL PCT / TOT PCT	047 without income 0	$05,000 - $09,99 2	$10,000 - $14,99 3	$15,000 - $19,99 4	$20,000 - $24,99 5	$25,000 - $29,99 6	$30,000 - $34,99 7	$35,000 - $39,99 8	$40,000 - $44,99 9	$45,000 - $49,99 10	$50,000 - $54,99 11	$55,000 - $59,99 12	$60,000 - $64,99 13	$65,000 + over:y 14	ROW TOTAL
0 without income	1 25.0 100.0 2.0						1 25.0 20.0 2.0			1 25.0 16.7 2.0	1 25.0 33.3 2.0				4 8.0
1 less than $2,000							2 40.0 40.0 4.0	1 20.0 50.0 2.0				2 40.0 33.3 4.0			5 10.0
2 $02,000 - $03,99		1 100.0 100.0 2.0													1 2.0
3 $04,000 - $05,99														1 50.0 25.0 2.0	1 50.0 12.5 2.0	2 4.0
4 $06,000 - $07,99						1 33.3 16.7 2.0									2 66.7 25.0 4.0	3 6.0
5 $08,000 - $09,99						1 50.0 16.7 2.0				1 50.0 16.7 2.0						2 4.0
6 $10,000 - $13,99			1 50.0 100.0 2.0				1 50.0 20.0 2.0									2 4.0
7 $14,000 - $17,99				1 25.0 33.3 2.0						1 25.0 16.7 2.0	2 50.0 66.7 4.0					4 8.0
8 $18,000 - $21,99				2 40.0 66.7 4.0	1 20.0 33.3 2.0					1 20.0 16.7 2.0				1 20.0 25.0 2.0		5 10.0
9 $22,000 - $25,99					2 40.0 66.7 4.0	1 20.0 16.7 2.0				1 20.0 16.7 2.0		1 20.0 16.7 2.0				5 10.0
10 $26,000 - $29,99						3 50.0 50.0 6.0			1 16.7 100.0 2.0	1 16.7 16.7 2.0		1 16.7 16.7 2.0				6 12.0
11 $30,000 - $34,99							1 100.0 20.0 2.0									1 2.0
12 $35,000 - $39,99								1 33.3 50.0 2.0					1 33.3 25.0 2.0	1 33.3 12.5 2.0		3 6.0
13 $40,000 - $44,99												1 100.0 16.7 2.0				1 2.0
14 $45,000 - $49,99												1 100.0 16.7 2.0				1 2.0
15 $50,000 + over:y													1 20.0 25.0 2.0	4 80.0 50.0 8.0		5 10.0
COLUMN TOTAL	1 2.0	1 2.0	1 2.0	3 6.0	3 6.0	6 12.0	5 10.0	2 4.0	1 2.0	6 12.0	3 6.0	6 12.0	4 8.0	8 16.0		50 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
249.18051	195	0.0053	0.020	224 OF 224 (100.0%)

STATISTIC	SYMMETRIC	WITH 046 DEPENDENT	WITH 047 DEPENDENT
LAMBDA	0.41860	0.40909	0.42857

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.30778	0.0148

NUMBER OF MISSING OBSERVATIONS = 35

CROSSTABULATION OF 034 marital status BY 032 sex

COUNT / ROW PCT / COL PCT / TOT PCT	032 male 1	032 female 2	ROW TOTAL
034 single 1	13 39.4 35.1 15.8	20 60.6 44.4 24.4	33 40.2
married 2	23 51.1 62.2 28.0	22 48.9 48.9 26.8	45 54.9
widowed 4		2 100.0 4.4 2.4	2 2.4
divorced / separ 5	1 50.0 2.7 1.2	1 50.0 2.2 1.2	2 2.4
COLUMN TOTAL	37 45.1	45 54.9	82 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
2.75279	3	0.4313	0.902	4 OF 8 (50.0%)

STATISTIC	SYMMETRIC	WITH 034 DEPENDENT	WITH 032 DEPENDENT
LAMBDA	0.01351	0.0	0.02703

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	-0.01157	0.4589

NUMBER OF MISSING OBSERVATIONS = 3

CROSSTABULATION OF 032 sex BY 035 level of schooling PAGE 1 OF 1

COUNT / ROW PCT / COL PCT / TOT PCT	035 less than grade 1	gr 9-13 not cert 2	gr 9-13 certifie 3	trade ce rtct or 4	non-univ no cert 5	trade ce rtct or 6	non-univ with ce 7	univ no certfct 8	univ wit h certfc 9	bachelor degree 10	ROW TOTAL
032 male 1	1 2.7 100.0 1.2	5 13.5 45.5 6.1	7 18.9 43.8 8.5	1 2.7 100.0 1.2	1 2.7 50.0 1.2	1 2.7 50.0 1.2	5 13.5 50.0 6.1	5 13.5 45.5 6.1	2 5.4 33.3 2.4	9 24.3 40.9 11.0	37 45.1
female 2		6 13.3 54.5 7.3	9 20.0 56.3 11.0		1 2.2 50.0 1.2	1 2.2 50.0 1.2	5 11.1 50.0 6.1	6 13.3 54.5 7.3	4 8.9 66.7 4.9	13 28.9 59.1 15.9	45 54.9
COLUMN TOTAL	1 1.2	11 13.4	16 19.5	1 1.2	2 2.4	2 2.4	10 12.2	11 13.4	6 7.3	22 26.8	82 100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
3.07453	9	0.9613	0.451	13 OF 20 (65.0%)

STATISTIC	SYMMETRIC	WITH 032 DEPENDENT	WITH 035 DEPENDENT
LAMBDA	0.02082	0.05405	0.0

STATISTIC	VALUE	SIGNIFICANCE
PEARSON'S R	0.08647	0.2706

NUMBER OF MISSING OBSERVATIONS = 3

```
PRECEDING TASK REQUIRED        0.90 SECONDS CPU TIME;        59.74 SECONDS ELAPSED.

 315  0          temporary
 317  0          select if (q33year GT 0)
 318  0          var label    q33year 'age of respondent - vols & Edm'/
 319  0          npar tests chisquare=q33year/
 320  0                     expected=9.71,13.34,11.55,9.12,6.67,5.38,4.84,11.82,6.59/

- - - - CHI-SQUARE TEST

   033YEAR   age of respondent - vols & Edm

                                CASES
                    CATEGORY  OBSERVED  EXPECTED  RESIDUAL

   15-19 years             1        14      9.72      4.28
   20-24 years             2        11     13.35     -2.35
   25-29 years             3         4     11.88     -7.88
   30-34 years             4         8      9.13     -1.13
   35-39 years             5         7      6.68       .32
   40-44 years             6         6      5.39       .61
   45-49 years             7         6      4.84      1.08
   50-65 years             8        19     11.53      7.47
   65 and over             9         4      6.70     -2.70
                                     --
                       TOTAL         79

        CHI-SQUARE            D.F.          SIGNIFICANCE
          13.618                8                0.092


PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        10.55 SECONDS ELAPSED.

 321  0          temporary
 322  0          select if (q33year GT 0)
 323  0          var label    q33year 'age of respondent - vols & Alta'/
 324  0          npar tests chisquare=q33year/
 325  0                     expected=9.89,12.31,11.17,8.12,6.71,5.38,4.82,11.81,7.81/

- - - - - CHI-SQUARE TEST

     033YEAR   age of respondent - vols & Alta

                                CASES
                    CATEGORY  OBSERVED  EXPECTED  RESIDUAL

     15-19 years             1        14      9.99      4.01
     20-24 years             2        11     12.31     -1.31
     25-29 years             3         4     11.17     -7.17
     30-34 years             4         8      9.12     -1.12
     35-39 years             5         7      6.71       .29
     40-44 years             6         6      5.38       .84
     45-49 years             7         6      4.82      1.08
     50-65 years             8        19     11.81      7.19
     65 and over             9         4      7.81     -3.81
                                     --
                       TOTAL         79

          CHI-SQUARE            D.F.          SIGNIFICANCE
            12.905                8                0.115


PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        20.43 SECONDS ELAPSED.

 332  0          temporary
 333  0          select if (q32 EQ 1)
 334  0          select if (q33year GT 0)
 335  0          var label q33year 'age of males - vols & Edm'/
 336  0          npar tests chisquare=q33year/
 337  0                     expected=4.31,6.02,5.33,4.14,3.00,2.41,2.24,5.01,2.48/

 - - - - - CHI-SQUARE TEST

      033YEAR   age of males - vols & Edm

                                CASES
                    CATEGORY  OBSERVED  EXPECTED  RESIDUAL

      15-19 years             1         7      4.32      2.68
      20-24 years             2         3      6.03     -3.03
      25-29 years             3         2      5.34     -3.34
      30-34 years             4         7      4.15      2.85
      35-39 years             5         4      3.00      1.00
      40-44 years             6         3      2.41       .59
      45-49 years             7         2      2.24      -.24
      50-65 years             8         5      5.02      -.02
      65 and over             9         2      2.49      -.49
                                     --
                       TOTAL         35

 WARNING - CHI-SQUARE STATISTIC IS QUESTIONABLE HERE.
   6 CELLS HAVE EXPECTED FREQUENCIES LESS THAN 5.
  MINIMUM EXPECTED CELL FREQUENCY IS      2.2

           CHI-SQUARE            D.F.          SIGNIFICANCE
             7.839                8                0.449
```

```
PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME:        23.68 SECONDS ELAPSED.

  336  0          temporary
  339  0          select if (q32 EQ 1)
  340  0          select if (q33year GT 0)
  341  0          var label q33year 'age of males - vols & Alta'/
  342  0          npar tests chisquare=q33year/
  343  0                     expected=4.43,5.54,5.10,4.10,3.01,2.41,2.22,5.14,3.00/
  344  0

- - - - CHI-SQUARE TEST

   Q33YEAR   age of males - vols & Alta

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

   15-19 years             1         7        4.44      2.56
   20-24 years             2         3        5.55     -2.55
   25-29 years             3         2        5.11     -3.11
   30-34 years             4         7        4.11      2.89
   35-39 years             5         4        3.01       .99
   40-44 years             6         3        2.41       .59
   45-49 years             7         2        2.22      -.22
   50-55 years             8         5        5.15      -.15
   55 and over             9         2        3.00     -1.00
                                    --
                       TOTAL        35

WARNING - CHI-SQUARE STATISTIC IS QUESTIONABLE HERE.
  6 CELLS HAVE EXPECTED FREQUENCIES LESS THAN 5.
 MINIMUM EXPECTED CELL FREQUENCY IS      2.2

          CHI-SQUARE              D.F.          SIGNIFICANCE
            7.409                  8               0.493


PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME:        20.94 SECONDS ELAPSED.

  382  0          temporary
  383  0          select if (q32 EQ 2)
  384  0          select if (q33year GT 0)
  385  0          var label q33year 'age of females - vols & Edm'/
  386  0          npar tests chisquare=q33year/
  387  0                     expected=5.28,7.12,6.02,4.83,3.57,2.90,2.63,6.36,4.22/

- - - - - CHI-SQUARE TEST

   Q33YEAR   age of females - vols & Edm

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

   15-19 years             1         7        5.28      1.71
   20-24 years             2         8        7.13       .87
   25-29 years             3         2        6.03     -4.03
   30-34 years             4         1        4.84     -3.84
   35-39 years             5         3        3.57      -.57
   40-44 years             6         3        2.90       .10
   45-49 years             7         4        2.63      1.37
   50-55 years             8        13        6.39      6.61
   55 and over             9         2        4.22     -2.22
                                    --
                       TOTAL        43

 WARNING - CHI-SQUARE STATISTIC IS QUESTIONABLE HERE.
   6 CELLS HAVE EXPECTED FREQUENCIES LESS THAN 5.
  MINIMUM EXPECTED CELL FREQUENCY IS      2.6

          CHI-SQUARE              D.F.          SIGNIFICANCE
            15.218                 8               0.055


PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME:        14.41 SECONDS ELAPSED.

  358  0          temporary
  359  0          select if (q32 EQ 2)
  360  0          select if (q33year GT 0)
  361  0          var label q33year 'age of females - vols & Alta'/
  362  0          npar tests chisquare=q33year/
  363  0                     expected=5.41,8.58,5.87,4.87,3.58,2.87,2.61,6.53,4.60/
  364  0

- - - - - CHI-SQUARE TEST.

   Q33YEAR   age of females - vols & Alta

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

   15-19 years             1         7        5.42      1.58
   20-24 years             2         8        6.59      1.41
   25-29 years             3         2        5.88     -3.88
   30-34 years             4         1        4.88     -3.88
   35-39 years             5         3        3.60      -.60
   40-44 years             6         3        2.87       .13
   45-49 years             7         4        2.61      1.39
   50-55 years             8        13        6.54      6.46
   55 and over             9         2        4.61     -2.61
                                    --
                       TOTAL        43

WARNING - CHI-SQUARE STATISTIC IS QUESTIONABLE HERE.
  6 CELLS HAVE EXPECTED FREQUENCIES LESS THAN 5.
 MINIMUM EXPECTED CELL FREQUENCY IS      2.6

          CHI-SQUARE              D.F.          SIGNIFICANCE
            15.059                 8               0.057
```

```
PRECEDING TASK REQUIRED        0.10 SECONDS CPU TIME;        18.75 SECONDS ELAPSED.

372  0          temporary
373  0          select if (q33year GT 0)
374  0          recode          q34 (2,3=2) (4,5=3)
375  0          var label       q34 'marital status - vols & Edm'/
376  0          value label     q34 1'single'
377  0                              2 'married'
378  0                              3 'wid/div/seprtd'
379  0                              8 'NR'/
380  0          npar tests chisquare=q34/
381  0                    expected=24.33,47.89,8.78/
382  0

- - - - - CHI-SQUARE TEST

     034        marital status - vols & Edm

                                 CASES
                       CATEGORY  OBSERVED  EXPECTED  RESIDUAL

     single               1        29      23.74      5.26
     married              2        46      46.72       .72
     wid/div/seprtd       3         4       8.55     -4.55
                                   --
                        TOTAL       79

          CHI-SQUARE          D.F.          SIGNIFICANCE
              3.597             2                 0.166


PRECEDING TASK REQUIRED        0.05 SECONDS CPU TIME;        23.87 SECONDS ELAPSED.

383  0          temporary
384  0          select if (q33year GT 0)
385  0          recode          q34 (2,3=2)(4,5=3)
386  0          var label       q34 'marital status - vols & Alta'/
387  0'         value label q34 3'wid/div/seprtd'
388  0                          1'single'
389  0                          2'married'
390  0                          8'NR'/
391  0          npar tests chisquare=q34/
392  0                    expected=22.80,50.00,6.23/

- - - - - CHI-SQUARE TEST

     034        marital status - vols & Alta

                                 CASES
                       CATEGORY  OBSERVED  EXPECTED  RESIDUAL

     single               1        29      22.23      6.77
     married              2        46      48.75     -2.75
     wid/div/seprtd       3         4       8.02     -4.02
                                   --
                        TOTAL       79

          CHI-SQUARE          D.F.          SIGNIFICANCE
              4.235             2                 0.120


PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        28.33 SECONDS ELAPSED.

404  0          temporary
405  0          recode          q39 (01,08=08)(06,07=07)(05,04=04)
406  0          var label       q39 'cultural ethnic background - vols & Edm'/
407  0          select if (q39 GT 02)
408  0          npar tests chisquare=q39/
409  0                    expected=9.14,15.58,31.86,5.73,3.84/

- - - - - CHI-SQUARE TEST

     039        cultural ethnic background - vols & Edm

                                 CASES
                       CATEGORY  OBSERVED  EXPECTED  RESIDUAL

     European (East)      2         9       9.56       -.56
     European (West)      4        14      16.30      -2.30
     Utd Kingdom + Other  7        34      33.12        .88
     Other single         8         7       5.99       1.01
     Other multiple       9         5       4.02        .98
                                   --
                        TOTAL       69

*WARNING - CHI-SQUARE STATISTIC IS QUESTIONABLE HERE.
    1 CELLS HAVE EXPECTED FREQUENCIES LESS THAN 5.
  MINIMUM EXPECTED CELL FREQUENCY IS      4.0

          CHI-SQUARE          D.F.          SIGNIFICANCE
              0.780             4                 0.940
```

```
PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        22.79 SECONDS ELAPSED.

 410  0          temporary
 411  0          recode          q39 (0',08+08)(08,07+07)(05,04+04)
 412  0          var label       q39 'cultural ethnic background - vols & Alta'/
 413  0          select if (q39 GT 02)
 414  0          npar tests chisquare=q39/
 415  0                     expected=8.11,15.31,26.71,8.80,8.12/


- - - - - CHI-SQUARE TEST

    039        cultural ethnic background - vols & Alta

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    European (East)            3         9      5.54      3.46
    European (West)            4         4     16.48     -2.48
    Utd Kingdom + Other        7        14     30.81      3.09
    Other single               8        -7      7.32      -.32
    Other multiple             9         5      8.74     -3.74
                                         --
                       TOTAL              18

         CHI-SQUARE              D.F.          SIGNIFICANCE
            4.462                 4                0.348


PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        5.34 SECONDS ELAPSED.

 470  0          temporary
 471  0          recode          q37 (3,4,5,6,8=8)
 472  0          var label       q37 'religious preference - vols & Edm'/
 473  0          npar tests chisquare=q37/
 474  0                     expected=0.18,7.00,28.75,15.38,17.24,5.85/

- - - - - CHI-SQUARE TEST

    037        religious preference - vols & Edm

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    no preference              0        11     10.67       .33
    anglican                   1         5      7.33     -2.33
    catholic                   2        23     28.98     -4.98
    protestant                 7        18     18.10      2.90
    united church              8        17     18.04     -1.04
    other                      9        11      5.91      5.09
                                         --
                       TOTAL              85

         CHI-SQUARE              D.F.          SIGNIFICANCE
            5.818                 5                0.251


PRECEDING TASK REQUIRED        0.09 SECONDS CPU TIME;        3.57 SECONDS ELAPSED.

 476  0          temporary
 476  0          recode          q37 (3,4,5,6,8=8)
 477  0          var label       q37 'religious preference - vols & Alta'/
 478  0          npar tests chisquare=q37/
 479  0                     expected=9.80,7.48,22.75,18.98,19.47,3.73/


- - - - - CHI-SQUARE TEST

    037        religious preference - vols & Alta

                                  CASES
                        CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    no preference              0        11      9.98      1.08
    anglican                   1         5      7.76     -2.76
    catholic                   2        22     23.58     -1.58
    protestant                 7        19     19.67      -.67
    united church              8        17     20.18     -3.18
    other                      9        11      3.87      7.13
                                         --
                       TOTAL              85

         CHI-SQUARE              D.F.          SIGNIFICANCE
           14.880                 5                0.011
```

```
PRECEDING TASK REQUIRED        0.12 SECONDS CPU TIME;       36.07 SECONDS ELAPSED

  307  0          temporary
  308  0          recode          q35 (05,07=05)(08,09=07)(10=08)
  309  0          var label       q35 'level of schooling - vols & Edm'/
  310  0          value label q35 07'univ w or wout dipl'
  311  0                          06'non-u w or wout dipl'
  312  0                          01'less than grade 9'
  313  0                          02'gr 9-13 not certfd'
  314  0                          03'gr 9-13 certified'
  315  0                          04'trd crt/dipl elm+scd'
  316  0                          05'trd crt/dipl non-unv'
  317  0                          08 'bachelor degree or +'
  318  0                          88'NR' 99'DK'/
  319  0          npar tests chisquare=q35/
  320  0                     expected=9.3,23.3,8.4,2.3,12.7,6.8,7.8,9.8/

- - - - CHI-SQUARE TEST

    035       level of schooling - vols & Edm

                                 CASES
                      CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    less than grade 9        1         1      9.84     -8.84
    gr 9-13 not certfd       2        11     23.90    -12.90
    gr 9-13 certified        3        17      9.84      7.36
    trd crt/dipl elm+scd     4         1      2.38     -1.38
    non-u w or wout dipl     5        12     13.03     -1.03
    trd crt/dipl non-unv     6         2      6.87     -4.87
    univ w or wout dipl      7        17      8.11      8.88
    bachelor degree or +     8        22      9.75     12.25
                                      --
                         TOTAL        83

          CHI-SQUARE          D.F.          SIGNIFICANCE
            49.524              7                 0.000


PRECEDING TASK REQUIRED        0.10 SECONDS CPU TIME;       38.56 SECONDS ELAPSED

  321  0          temporary
  322  0          recode          q35 (05,07=05)(08,09=07)(10=08)
  323  0          var label       q35 'level of schooling - vols & Alta'/
  324  0          value label q35 07'univ w or wout dipl'
  325  0                          06'non-u w or wout dipl'
  326  0                          01'less than grade 9'
  327  0                          02'gr 9-13 not certfd'
  328  0                          03'gr 9-13 certified'
  329  0                          04'trd crt/dipl elm+scd'
  330  0                          05'trd crt/dipl non-unv'
  331  0                          08 'bachelor degree or +'
  332  0                          88'NR' 99'DK'/
  333  0          npar tests chisquare=q35/
  334  0                     expected=10.3,25.8,8.8,2.3,11.8,6.8,7.1,7.7/

- - - - CHI-SQUARE TEST

    035       level of schooling - vols & Alta

                                 CASES
                      CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    less than grade 9        1         1     10.56     -9.56
    gr 9-13 not certfd       2        11     26.50    -15.50
    gr 9-13 certified        3        17      9.14      7.86
    trd crt/dipl elm+scd     4         1      2.36     -1.36
    non-u w or wout dipl     5        12     12.22      -.22
    trd crt/dipl non-unv     6         2      6.98     -4.98
    univ w or wout dipl      7        17      7.29      9.71
    bachelor degree or +     8        22      7.91     14.08
                                      --
                         TOTAL        83

          CHI-SQUARE          D.F.          SIGNIFICANCE
            58.884              7                 0.000


PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME;        8.31 SECONDS ELAPSED

  485  0          temporary
  486  0          recode       q47 (06,07=06)(06 thru 14=07)
  487  0          var label    q47 'household income in 1983 - vols & Edm'/
  488  0          value label q47 0'less than $5,000:yr'
  489  0                          2'$05,000 - $09,999:yr'
  490  0                          3'$10,000 - $14,999:yr'
  491  0                          4'$15,000 - $19,999:yr'
  492  0                          5'$20,000 - $24,999:yr'
  493  0                          6'$25,000 - $29,999:yr'
  494  0                          7'$30,000 and over:yr'
  495  0          npar tests chisquare=q47/
  496  0                     expected=2.99,5.32,5.75,5.82,6.13,11.48,18.48/

- - - - CHI-SQUARE TEST

    047       household income in 1983 - vols & Edm

                                 CASES
                      CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    less than $5,000:yr      0         1      2.99     -1.99
    $05,000 - $09,999:yr     2         1      5.32     -4.32
    $10,000 - $14,999:yr     3         1      5.75     -4.75
    $15,000 - $19,999:yr     4         3      5.82     -2.82
    $20,000 - $24,999:yr     5         4      6.13     -2.13
    $25,000 - $29,999:yr     6        12     11.48       .52
    $30,000 and over:yr      7        32     18.50     13.50
                                      --
                         TOTAL        54

          CHI-SQUARE          D.F.          SIGNIFICANCE
            25.455              6                 0.000
```

```
PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME;        4.87 SECONDS ELAPSED.

 487  0          temporary
 488  0          recode        q47 (08,07+08)(08 thru 14=07)
 489  0          var label     q47 'household income in 1983 - vols & Alta'/
 490  0          value label q47 0'less than $5,000:yr'
 491  0                          2'$05,000 - $09,999:yr'
 492  0                          3'$10,000 - $14,999:yr'
 493  0                          4'$15,000 - $19,999:yr'
 494  0                          5'$20,000 - $24,999:yr'
 495  0                          6'$25,000 - $29,999:yr'
 496  0                          7'$30,000 and over:yr'
 497  0          npar tests chisquare=q47/
 498  0                        expected=3.18,5.09,6.10,5.09,6.21,11.12,15.22/
 499  0

 - - - - CHI-SQUARE TEST

    047        household income in 1983 - vols & Alta

                                    CASES
                          CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    less than $5,000:yr          0         1      3.18      -2.18
    $05,000 - $09,999:yr         2         1      5.01      -5.01
    $10,000 - $14,999:yr         3         1      6.12      -5.12
    $15,000 - $19,999:yr         4         3      6.01      -3.01
    $20,000 - $24,999:yr         5         4      6.23      -2.23
    $25,000 - $29,999:yr         6        12     11.18        .84
    $30,000 and over:yr          7        32     16.27      15.73
                                          --
                              TOTAL       54

          CHI-SQUARE              D.F.          SIGNIFICANCE
            30.855                 6              0.000



PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME;        1.48 SECONDS ELAPSED.

 522  0          temporary
 523  0          select if (q33year GT 0)
 524  0          var label       q32 'gender of respondent - vols & Edmonton'/
 525  0          npar tests chisquare=q32/
 526  0                        expected=40.63,40.14/
 527  0

 - - - - CHI-SQUARE TEST

    032        gender of respondent - vols & Edmonton

                                    CASES
                          CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    male                         1        35     39.33      -4.33
    female                       2        43     38.67       4.33
                                          --
                              TOTAL       78

          CHI-SQUARE              D.F.          SIGNIFICANCE
            0.883                  1              0.337



PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME;        0.84 SECONDS ELAPSED.

 528  0          temporary
 529  0          select if (q33year GT 0)
 530  0          var label       q32 'gender of respondent - vols & Alta'/
 531  0          npar tests chisquare=q32/
 532  0                        expected=41.34,39.70/
 533  0

 - - - - CHI-SQUARE TEST

    032        gender of respondent - vols & Alta

                                    CASES
                          CATEGORY  OBSERVED  EXPECTED  RESIDUAL

    male                         1        35     39.79      -4.79
    female                       2        43     38.21       4.79
                                          --
                              TOTAL       78

          CHI-SQUARE              D.F.          SIGNIFICANCE
            1.177                  1              0.278



PRECEDING TASK REQUIRED        0.08 SECONDS CPU TIME;        2.55 SECONDS ELAPSED.

 539  0          finish

  538 COMMAND LINES READ.
    0 ERRORS DETECTED.
    0 WARNINGS ISSUED.
    7 SECONDS CPU TIME.
 1033 SECONDS ELAPSED TIME.
      END OF JOB.
```